

PRE-INTERMEDIATE coursebook

Lindsay Clandfield

with additional material by Amanda Jeffries

global

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MACMILLAN

About Global

Lindsay Clandfield is a teacher, teacher educator and lead author of Global. He was born in England, grew up in Canada, taught at a university in Mexico, lives in Spain and has trained teachers from around the world. He is also the creator of the popular blog *Six Things* (www.sixthings.net), a collection of lists about ELT.



Six quotes that inspired global

True education means fostering the ability to be interested in something.

Sumio Iijima, Japanese physicist

It is books that are the key to the wide world; if you can't do anything else, read all that you can.

Jane Hamilton, American author

The English language is nobody's special property. It is the property of the imagination...

Derek Walcott, Caribbean poet

The important thing is not to stop questioning.

Albert Einstein, German-American physicist

The mind is not a vessel to be filled, but a fire to be kindled.

Plutarch, Greek historian

If you are going to write another coursebook for the English language, please try to do something a bit different.

An English teacher who wishes to remain anonymous

Global Pre-intermediate by numbers:

10 units 160 pages 10 extracts
from famous novels 53 vocabulary sections
35 explanations of English grammar 10 functional
English lessons 27 accents from around the
world in Global Voices 200 audio clips
30 video clips 150 interactive activities
100s of curious and
interesting facts

Content highlights

1 Individual & Society

Surprising origins and facts about everyday objects

Six Degrees of Separation by John Guare

CCTV is watching you!



2

Eating & Drinking

Tastes Comforting

Secrets of the world's top kitchens
The people behind the drinks
Water and the human body

8 Home & Away

Famous homes and their infamous occupants
Dracula by Bram Stoker
The cat came back
The Beach by Alex Garland
New kinds of tourism



3 Art & Music

Discovered! Works of art found in unexpected places
The Picture of Dorian Gray by Oscar Wilde
The history of sound recording
High Fidelity by Nick Hornby

7 Time & Money

A brief history of time zones
A Tale of Two Cities by Charles Dickens
A lifetime of financial concerns
A different kind of bank



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Milestones of modern medicine
Olympic tales

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The aid worker: a profession of hope
Famous dystopias in literature
Reactions to... *An Inconvenient Truth*

5 Work & Leisure

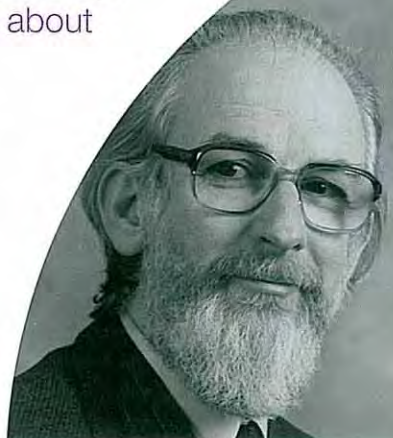
Profile: An Indian call centre worker
Bad bosses and work issues
The serious leisure perspective
Ten facts about amusement parks

6 Science & Technology

The Science of happiness
The worst jobs in science
Frankenstein by Mary Shelley
Going going gone... Online auctions

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New places in a new world
Old but loved: the Trabant
Two classic board games



Global English

by **David Crystal**

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Part 1

Vocabulary

Everyday objects

Reading

The Identity Card

Grammar

Word order in questions

Pronunciation

The alphabet


Vocabulary

1 Look at the pictures and read the information. Match each object to a word in the box. There are three words you do not need.

chewing gum credit card glasses
key ring lipstick mobile phone
pen umbrella

2 Do you have any of these things with you today? Which ones? Tell a partner.

Reading

1  1.01 Read and listen to the text on page 7 about another everyday object: the identity card. What kind of information about an individual can you find on an identity card?

2 Read the text again and find examples of ...

- 1 a historical reason for ID cards.
- 2 countries with no ID cards.
- 3 a material used in ID cards.
- 4 information on an ID card.
- 5 biometric information on an ID card.

3 Does your country have identity cards? What information do they contain?

Surprising origins and facts: Everyday objects

Origin:

Egypt, more than
5000 years ago

Cleopatra used one
made from dead
insects.



a

Origin:

United States,
1973

The first model weighed
0.79 kg and measured
25cm.

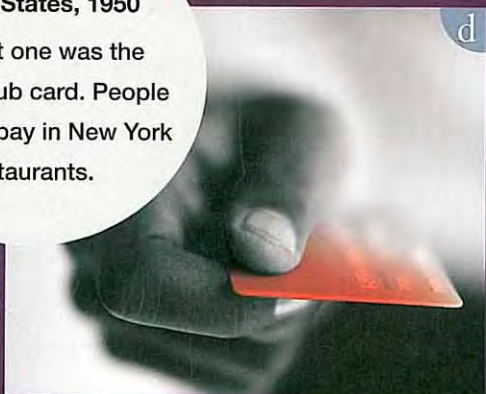


b

Origin:

United States, 1950

The first one was the
Diner's Club card. People
used it to pay in New York
restaurants.



d



c

Origin:

Mexico, 1860

It comes from the chicle
plant. The original idea
was to use it to make
car tyres.

Origin:

Italy, 13th century

The early models
helped people to see but
they caused headaches
because they were so
heavy.



e

Surprising

origins and facts:

The identity (ID) card

Grammar

Are ID cards obligatory?

Do all countries have ID cards?

What is a biometric ID card?

What did people use ID cards for?

- in questions the verb goes before the subject
- in present simple or past simple questions, the auxiliary verb *do / did* goes before the subject and the infinitive goes after the subject
- question words (*What, Where, Who*, etc.) go at the start of a question

1 Complete the questions by putting the words in the correct place.

- | | |
|------------------------------------|------|
| 1 do you do? | what |
| 2 you speak any foreign languages? | do |
| 3 what your name? | is |
| 4 what's phone number? | your |
| 5 you have any children? | do |
| 6 where you born? | were |
| 7 where did you to school? | go |
| 8 where do live? | you |
| 9 you married? | are |
| 10 what your date of birth? | is |

2 Match the questions in exercise 1 to the topics in the box.

Name	Profession
Address	Marital status
Phone number	Children
Date of birth	Education
Place of birth	Languages

3 Choose five questions from exercise 1. Work in pairs and ask each other the questions.

G Grammar focus – explanation & more practice of word order on page 132

What were the first ID cards?

The first ID cards were, in fact, paper identity documents, which appeared in the 18th century.

What did people use the first ID cards for?

People used the first ID cards to travel to different countries. The ID card was the first passport.

Do all countries have ID cards?

No, they don't. There are more than a hundred countries in the world with ID cards. But several English-speaking countries don't have a national ID card system. These countries include the UK, the US, Canada, Australia, Ireland and New Zealand.

What do ID cards look like?

ID cards are usually made of plastic and can fit inside a person's wallet.

What information do governments put on ID cards?

Most ID cards contain the person's name, date of birth, signature and a photograph.

Some cards contain other information such as the person's address, phone number, nationality, profession and marital status.

What is a biometric ID card?

More modern ID cards now contain biometric information, for example, fingerprints or digital images of people's eyes.

Pronunciation

1 **1.02** Listen to three people spelling personal information. Write the words they spell.

2 Work in pairs. A: spell the words to B.

- your last name
- the name of the street you live on
- two words from this lesson

3 Swap roles and repeat.



Individual & Society

Part 2

Speaking & Vocabulary

Describing people

Listening

Identity parade

Grammar

What & How questions

Speaking

False identities

Speaking and Vocabulary

1 Think of someone you know very well and describe this person to a partner. Use the phrases below to help you.


- This is ...
- He's / She's ...
- He's / She's got ... eyes and ... hair.
- He's / She's ... years old.

2 Write the words in the box under the correct headings below.

bald beard blond curly fair
in her twenties medium-height
middle-aged overweight scar short
shoulder-length slim straight young

3 Think about the person you described in exercise 1. Can you add any more details to the description?

Listening

1  1.03–1.06 Listen to four conversations and choose the correct photo a–j on page 9 for each one.

2 Listen again and answer the questions. There is one question for each conversation.

- Does the woman like the photo?
- How old is the baby?
- What is different about Bella?
- What colour is the man's hair?

3 Work in pairs. A: choose one of the photos and describe it to your partner. B: try to guess the correct photo. Then swap roles and repeat.

Extend your vocabulary – look and look like

We use *look* + adjective to describe a person's appearance.

He looks thin. She looks good.

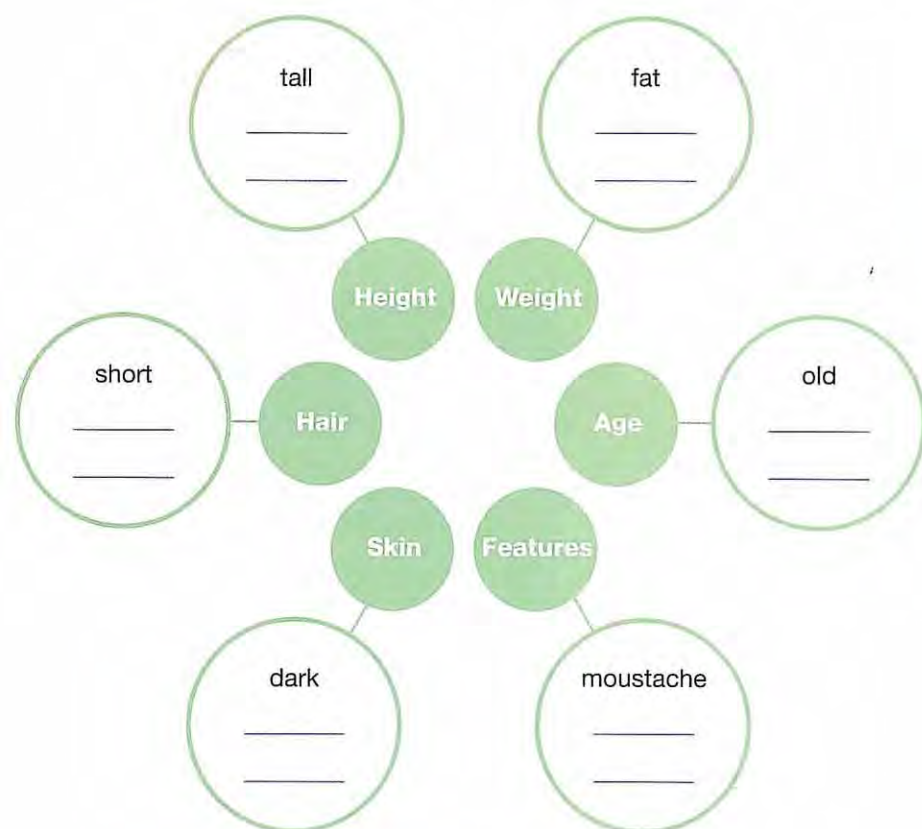
We use *look* + *like* + noun phrase to compare someone's appearance to someone or something else.

She looks like her mother.

He looks like a film star.

Choose the correct option in each pair of sentences.

- | | |
|---|--------------------------------------|
| 1 He looks like his father. | He looks his father. |
| 2 Are you OK? | Are you OK? |
| You look like tired. | You look tired. |
| 3 I look horrible in this photo. | I look like horrible in this photo. |
| 4 That chair doesn't look like comfortable. | That chair doesn't look comfortable. |





Grammar

How old is he?

What kind of car does he drive?

What colour are his eyes?

- use *how* + adjectives such as *old*, *tall*, *long* to ask for more detail
- use *what* + *kind of* / *sort of* + noun to ask for information about the noun
- also use *what* + *colour* / *time* / *size* to ask for specific detail

1 Complete the questions below with the correct question words.

how how many how much
what kinds what sort

Q&A: IDENTITY THEFT

1 _____ safe is your identity?

The answer is: not safe, if you look at the statistics for identity theft.

2 _____ of crime is identity theft?

Identity (ID) theft occurs when someone steals your identity. It's one of the biggest new crimes in the world today.

3 _____ people are victims of identity theft every year?

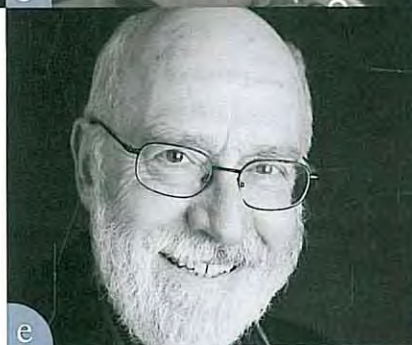
Experts think that millions of people are victims around the world. In the US alone, it's around nine million people every year.

4 _____ does identity theft cost?

ID theft is big business and costs billions of dollars to national economies.


5 _____ of identity theft are there?

There are different types: using your credit card; getting a phone in your name or getting a government document, eg a driving licence, are some examples.



2 Put the words in the correct order to make questions.

- 1 colour are your eyes what?
- 2 hair colour what your is?
- 3 hair how long your is?
- 4 month what birthday is your?
- 5 old you how are?
- 6 street live you do on what?
- 7 tall you are how?

 **Grammar focus** - explanation & more practice of *what* and *how* on page 132

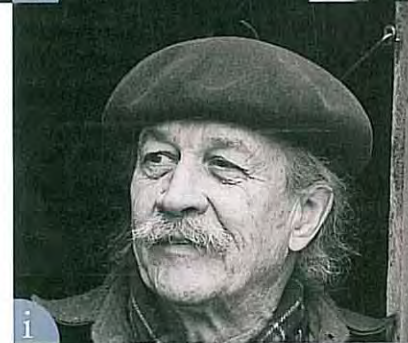
Speaking

1 Write this information on a piece of paper and give it to the teacher.

- your full name
- your address
- your birthday

2 You are going to *steal* someone's identity. Take a piece of paper from the teacher and do not show it to anybody. This is your new identity.

3 Work in pairs and ask each other questions from exercise 2. Find out your partner's false identity.



Part 3

Vocabulary & Listening

People you know

Listening & reading

Six degrees of separation

Grammar


Present simple, frequency adverbs

Speaking

Family & friends

Vocabulary and Listening

1 Work in pairs and make a list of the people you know in the class. Tell each other what you know about them.

2  1.07 Listen to a woman talking about people she knows. Write the words in the box under the correct names.

acquaintance classmate colleague
friend neighbour

Sofia

Hans



Becky Fleming

Ken

Pilar


3 Listen again and answer the questions.


- 1 Where is Becky's neighbour?
- 2 Does Becky know Hans well?
- 3 Does she work with Ken?
- 4 How does she know Sofia?

4 Copy the diagram above and write the names of people you know. Write the relationship underneath each name. Then work in pairs and tell each other about the people.

*This is Louise. She's my neighbour.
Jorge is a colleague from work.*

Listening and Reading

1  1.08 Read and listen to the extract from the play *Six Degrees of Separation* on page 11. Do you know this theory?

2  1.09 Listen to an explanation of the theory. Draw lines between the names below to show which people are connected.

3 Listen again. Explain the link between ...

- 1 you and John.
- 2 Jane and Robert.
- 3 Mr Smith and the Ambassador.



4 Work in pairs and discuss these questions.

Do you think this theory is true? Are you connected to a famous person in any way? Tell your partner.

My wife's sister has met the President.

I work with a man. His son's teacher went to school with a famous singer.

Extend your vocabulary
– in touch

If you are *in touch* with someone you see, speak to or write to them.

He is often in touch with important people.

You can *lose touch* with a person if you don't see, speak or write to them any more. You are then *out of touch* with that person.

I lost touch with a lot of my school friends many years ago. We are out of touch now.

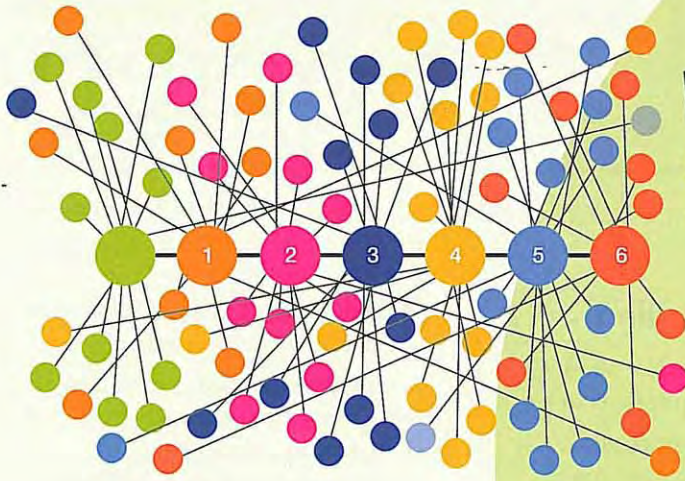
Keep in touch or *stay in touch* are informal expressions you can use to tell someone you want to be in contact.

See you soon. Let's keep in touch.

Complete the sentences with an expression using *touch*.

- 1 She's still _____ with her grandmother. She writes to her every week.
- 2 I'm _____ with my school friends. I never see them.
- 3 A: See you later.
B: OK, _____.
- 4 He doesn't want to _____ with his family. He calls them every month.





It's a small world ... the six degrees of separation theory

Grammar

Robert **works** for a big hotel in the city centre.
Mr Smith **knows** many people.
He **sometimes has** lunch with the ambassador.
He **is often** in touch with important people.

- use the present simple to talk about habits and routines and for things that are always true
- add *s* to regular verbs when talking about *he / she / it*
- use frequency adverbs to say how often something happens
- frequency adverbs go between the subject and the verb except with the verb *to be*

1 Complete the text about online social networks using the correct form of the words given.

Keeping in touch

One way people often _____ (*keep*) in touch with friends and family is using the internet. People _____ (*use*) social networking sites. These are special websites. Every member _____ (*have*) their own page.


Let's look at Jim, for example. Jim _____ (*be*) always in touch with his network of friends. He _____ (*not write*) emails, he _____ (*put*) information on a social networking site every day. Jim often _____ (*take*) photos of his family and _____ (*put*) them on his webpage. His friends _____ (*look*) at Jim's page and _____ (*see*) the information and photos. They then _____ (*send*) him messages.

I read somewhere that everybody on this planet is separated by only six other people. Six degrees of separation between us and everyone else on this planet. The President of the United States, a gondolier in Venice, just fill in the names. ... I am bound – you are bound – to everyone on this planet by a trail of six people.

From *Six Degrees of Separation*
by John Guare.

2 Complete the sentences by putting the word or phrase in the correct place.

- 1 Becky talks to her parents on the phone. (*three times a week*)
- 2 She is very friendly with the neighbours. (*always*)
- 3 She goes out with her colleagues. (*often*)
- 4 She uses the internet to keep in touch with people. (*every day*)

 **Grammar focus** – explanation & more practice of the present simple on page 132

Speaking

Work in pairs.

A: turn to page 126.

B: turn to page 128.

Part 4

Speaking & Reading

CCTV is watching you

Grammar

Present continuous

Pronunciation

Linking words

Speaking and Reading

1 Read the information below about CCTV cameras and answer the questions in pairs.

- 1 Do any of the facts surprise you?
- 2 Do you have CCTV in your town? Where?
- 3 Do you think that CCTV cameras are a good idea?

2 Quickly read *Readers' response* on page 13. What kind of texts are they?

- a advertisements in a newspaper
- b letters to a newspaper
- c emails to a company
- d messages from the government

3 Read the texts again and answer the questions.

- 1 Who works at night in a shop?
- 2 Who thinks the article is not fair?
- 3 Who talks about the police?
- 4 Who mentions other ways of watching people?

4 Work in pairs. Find two arguments in favour of and two arguments against CCTV cameras in the texts. Which arguments do you agree with?

CCTV

Meaning: Closed Circuit Television

Origin: 1942, to watch German rocket launches

Early uses: government buildings and banks

Modern uses: shops, airports, buses, hospitals, schools, streets, underground train systems

Largest number of CCTV cameras in one place: Singapore Airport (more than 3,000)

Most common place for a CCTV camera: at a cash machine

City with most CCTV cameras: London, England

Times per day that average English person is on camera: 300

Extend your vocabulary – expressions with place

Place is a very common word in English expressions.

If something *takes place*, it happens.

The festival takes place in October.

If something is *out of place* it does not belong or is uncomfortable.

I felt out of place there, I didn't know anybody.

Look at the **highlighted** expressions in the texts on page 13. Match them to their meanings or uses 1–5 below.

- 1 to explain the first point in an argument
- 2 instead of
- 3 everywhere
- 4 a particular position or part of town
- 5 that something is not appropriate for you



Grammar

*CCTV cameras are watching you.
We are putting in two more cameras now.
We agree with CCTV cameras.*

- use the present continuous to talk about things that are happening now or around now
- use the present continuous to talk about temporary situations
- we do not usually use stative verbs such as *agree, believe, know, like, need* with the present continuous

1 Underline the correct form of the verbs in the letter.

I am looking / look out of my window at work right now and I can see two CCTV cameras. These cameras are belonging / belong to the company, and they watch our every move. I am not understanding / don't understand why we are needing / need them. I am not liking / don't like them.

Lola Sule

2 Think of three people you know. For each person, write two or more sentences about ...

- what they do.
- what they are probably doing now.

My brother Graham works as a secondary school teacher.

He's probably teaching a history class right now.

Readers' response

CCTV is watching you

First identity cards, and now cameras all over the place. They are watching our every move. Soon they will listen to our phone calls and read our emails and letters. Do we have any private life left?

Rajit Gadh

So we have CCTV cameras in our neighbourhood. I really don't understand it. This is a very quiet place and there are no problems here. Personally I believe that this is just another example of government invasion of our privacy.

Martha Klein

Your article, CCTV is watching you, gives a very negative view of CCTV cameras. In the first place, the truth is that we are living in a dangerous society and people need to feel safe. You also don't mention how crime is going down in neighbourhoods with CCTV. You only give one side of the argument!

Philip Richards

The problem with the cameras isn't the technology, it's how people are using the technology. If the police are using the cameras to find information about criminals, what is the problem with that? It's not our place to say how they should do their job.

Kenneth Thomas

My co-workers and I agree with CCTV cameras. We work in a 24-hour shop and I usually work late. We have two cameras in the shop and we are putting in two more now. We don't have a lot of money. The cameras give us protection in place of security guards.

Tatyana Ivanov

3 Work in pairs and compare your sentences. Ask one question about each person on your partner's paper.

Where is your brother teaching?

G Grammar focus – explanation & more practice of the present continuous on page 132

Pronunciation

1 1.10 Listen to five sentences.

How many words do you hear in each?
(contractions = two words)

2 Listen again and write the sentences.

Then practise saying them. Pay attention to linking the words together.

3 Work in pairs and imagine a context for each sentence. Think about:

- Who is speaking?
- Where are they?
- What do they say next?



Warm up

1 Work in pairs and choose two or three situations from the list below. Roleplay a short conversation for each situation.

Situations

- 1 You are meeting for the first time.
- 2 You are friends. It's late and you would like to go home.
- 3 A is working and B is the customer. B: you want some help.
- 4 You work together. It's A's first day. B: introduce yourself.
- 5 You are classmates. It's the end of the week and you are saying goodbye.
- 6 A: it's your birthday. B gives you a present.
- 7 You don't know each other. A: you bump into B who drops something.

Useful phrases

- How are you?
- Thank you very much!
- Nice to meet you.
- See you tomorrow.
- Have a good weekend.
- I'm sorry.
- Excuse me.

Listening

1.11–1.14 Listen to four conversations. Match each one to a picture and a situation.

Language focus: social expressions

Read the phrases and cross out the response that is **not** correct.

- 1 How are you?
a Fine thanks. b Very well, thank you.
c I'm nice.
- 2 Hi, I'm George.
a Fine to meet you. b Nice to meet you.
c Pleased to meet you.
- 3 Have a good weekend.
a You too. b Thanks. c Yes, please.
- 4 Excuse me.
a Yes, can I help you? b You're welcome.
c Yes?
- 5 Thanks for everything.
a 'You're welcome. b No problem.
c Yes, please.
- 6 See you tomorrow.
a You too. b Bye. c See you.
- 7 I'm sorry.
a That's all right. b It's OK.
c You're welcome.

Speaking

Work with a new partner and choose **one** of the tasks below.

A Repeat the warm up activity using the new expressions you have learnt.

B Look at the audioscript on page 152 and choose one of the conversations. Practise it and try to memorise it. Then continue the conversation.



We use language to express our thoughts, form relationships with others, and build communities. The focus is always on the individual. If you study language you study people, and people are as different as chalk from cheese. So their language will be different too.

Sometimes it's regional background that makes the difference. If you

- 5 hear someone say *That's a bonny wee child*, the speaker is probably from Scotland, because words like *wee* (little) and *bonny* (pretty) are hardly ever used anywhere else. And someone who says *My car's hood and windshield were damaged* probably has an American background; someone from the UK would say *bonnet and windscreen*.

- 10 Often it's social background that makes the difference. In the 1950s in Britain there was a lot of publicity about how upper-class (U) people used different words from those used by other classes (non-U). U speakers had *luncheon* (or *lunch*) in the middle of the day and *dinner* in the evening. Non-U speakers had *dinner* in the middle of the day. *Luncheon* is rare today, but there is still a social divide between
- 15 *lunch* and *dinner*.

Above all, these days, it's the technology that makes the difference. The internet allows people to express their individuality in ways that were inconceivable a few years ago.

Emails vary from highly formal (*Dear Professor Crystal*) to highly informal (*Yo, Dave!!*).

Older people often keep the rules of punctuation and capitalisation they once learned;

- 20 younger people often try out new ways (*i dont think so – LOL*).

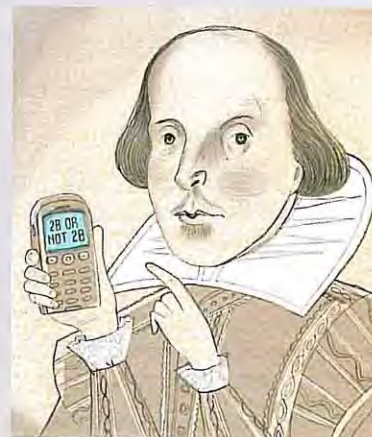
But times are changing. As more older people start to use the internet, they are also using the latest abbreviations more and more. BRB (Be right back).

Glossary

background (noun) – the type of family, social position or culture that someone comes from

BRB (verb) – internet abbreviation for *Be Right Back*; you use this to say informally that you will return soon

LOL (verb) – internet abbreviation for *laughing out loud*; you use this to say informally that you think something is funny



Warm up

- 1 Are these sentences true (T) or false (F) for you?

- I speak more than one language.
- I speak differently at work to how I speak at home.
- My language has many different dialects.
- There is more than one language in my country.
- Rich people speak differently to poor people.

- 2 Work in pairs and compare your answers. Do you agree?

Reading

- 1 Read the text *Same language but different*. What three factors does the author mention?

- a differences in geography c differences in age
b differences in social class d differences in technology

- 2 Read the text again and decide if these sentences are true (T) or false (F).

- 1 People are very different, so language is different.
- 2 *Hood* and *windshield* are British English words.
- 3 U speakers had lunch in the evening.
- 4 Technology always makes language very formal.
- 5 Young people don't use capital letters in the same way as older people on the internet.
- 6 Young people are inventing new ways of using capital letters.

Language focus

Find words or expressions in the text with these meanings.

- 1 to be very different (lines 2–3)
- 2 uncommon (line 14)
- 3 most importantly (line 16)
- 4 impossible to think about or imagine (line 17)

Speaking

Do you think the differences in English that the author talks about are true for your language? Think of some examples. Use the questions below to help you.

- How do people start and finish emails in your language? Is it formal or informal?
- Are there different parts of your country that use different words to mean the same thing? Can you give an example and explain it in English?
- Are there abbreviations on the internet in your language like *LOL* or *BRB*?

Writing a personal description

Reading

1 Read Constanza's description of herself.

Is it ...

- a an email to a friend?
- b an introduction for a social networking site?
- c a letter of application for a job?

2 Is there anything in the description that's true for you?



Hi! My name is Constanza Ximena Jara Castro, but people call me Coti for short. I'm twenty years and single. I born in Valdivia, in the south of Chile, but now I live in Santiago, the capital city. I study journalism in the university and I like very much this course.

We are four people in my family – my parents, my two elder sisters and me. We also have got a dog called Kalu. My father's job is a photographer and my mother is teacher.

In my free time I like swimming, listening music and seeing friends. In the future I hope to go to USA for do a Master's and my ambition is to work as a journalist for a national newspaper.

Writing skills: looking for errors in your work

- 1 Read a corrected copy of Constanza's description and find twelve differences.
- 2 Which of these errors do you sometimes make?
- 3 Do you usually check your writing for errors before giving it to a teacher?

Hi! My name is Constanza but people call me Coti for short. I'm twenty years old and single. I was born in Valdivia, in the south of Chile, but now I live in Santiago, the capital city. I am studying journalism at university and I like this course very much.

There are four people in my family – my parents, my two elder sisters and me. We also have a dog called Kalu. My father is a photographer and my mother is a teacher.

In my free time I like swimming, listening to music and seeing friends. In the future I hope to go to the USA to do a Master's and my ambition is to work as a journalist for a national newspaper.

Language focus: joining sentences

1 Join the sentences using *and*, *but* or *so*.

I have a dog called Lucky. I have a cat called Mimi.

I have a dog called Lucky and I have a cat called Mimi.

- 1 I'm short and slim. I have long curly black hair.
- 2 My sister trained as a teacher. She's unemployed at the moment.
- 3 I'm thirty years old. I'm married with two children.
- 4 Clodagh isn't a common name. People often don't know how to spell it.
- 5 I have three sisters. I don't have any brothers.
- 6 I was born in a small village. I find living in a big city very strange.

2 Read the joined sentences. Cross out any words that you don't need.

I have a dog called Lucky and I ~~have~~ a cat called Mimi.

Preparing to write

Make notes about yourself for a social networking site. Use the topics in the box to help you and include your own ideas.

Name	Age	Birthplace	Town	Occupation
Family	Free time	Ambitions		

Writing about names

- My full name is Alejandro Gustavo Donoso Jimenez.
- People call me Alex for short.
- My nickname is Chacho.
- I was named after my grandfather.
- I have a sister called Andrea and a brother called Pablo.
- I have a dog whose name is Pepe.

Writing

Write your description and check it for errors. Then work in pairs and swap your descriptions. Try to correct each other's work.

Grammar

1 Complete the questions with the correct words.

- 1 _____ married? No, I'm single.
- 2 _____ speak English? Yes, a little.
- 3 _____ your phone number?
It's 07051-459-216.
- 4 _____ you do? I'm a teacher.
- 5 _____ is your car? It's red.

2 Complete the sentences with the correct form of the verb in brackets.

- 1 A: Excuse me, can you help me?
B: I'm sorry, I _____ (try) to work right now.
- 2 I _____ (not / know) many people in this town.
- 3 My brother _____ (not / like) his boss, so he
_____ (look) for a new job.
- 4 My mother _____ (not / speak) any foreign languages.

Vocabulary

1 Find and correct six spelling mistakes.

acquaintance bald classmate collage freind
heighth identity keyring middle-aged neighbour
proffession umbrella

2 Look at the pictures. Correct three mistakes in each description.

- 1 This is Carlos. He's bald and overweight, and he's got a beard.
- 2 This is Veronica. She's middle-aged, with short dark curly hair.



Speaking

Work in groups of three. A: throw a dice to choose a person in the box. B and C: ask questions about the person. Ask about name, age, job, family and what they look like. Then swap roles and repeat.

- 1 A good friend
- 2 A neighbour
- 3 A family member
- 4 Your first friend
- 5 A new colleague or classmate
- 6 A good teacher

Being a good language learner

1 Read the learning questionnaire. How often are these statements true for you? Give yourself a score for each question. Not usually = 0 points Sometimes = 1 point Usually = 2 points

- * I try to practise using English as often as I can outside the classroom. _____
- * I am willing to take risks and am not afraid of making mistakes. _____
- * I am organised in the way I manage my learning. _____
- * I think about how I learn best. _____
- * If I don't understand something, I try to guess. _____
- * I notice my mistakes and try to learn from them. _____
- * I set goals and monitor my progress. _____
- * If I am not sure about something, I ask for help. _____
- * I regularly review what I have learnt. _____
- * I try to use English to communicate my ideas. _____

2 Add up your total score and read what it means below.

- 16–20 Congratulations! You are already an excellent language learner. Keep up the good work!
- 11–15 You already have some very good language learning strategies. Now think how you can improve even more.
- 6–10 You are starting to use the right strategies but need to be more consistent.
- 0–5 Maybe you are finding it difficult to make progress. Try some of the strategies above and you could see a big difference.

3 Work in pairs and discuss the questions.

- Which of the strategies in the quiz do you use most?
- Which do you need to use more?
- Give your partner suggestions about things to do.

4 Write two new things you will try to become a better language learner.

Part 1

Vocabulary & Speaking

Food

Reading

Tastes comforting

Grammar

Countable / uncountable nouns, quantifiers (*some, any, no*)

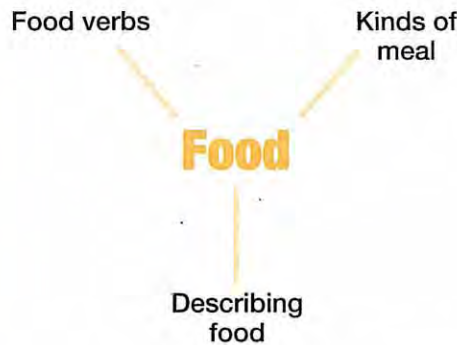
Speaking

How do you make it?

Vocabulary and Speaking

1 Write the words in the box under the correct heading below.

bitter breakfast cook dinner
eat fresh lunch salty serve
snack spicy sweet taste



2 Work in pairs and choose five questions from the list below. Then ask each other the questions.

- What meals do you eat with your family?
- Who prepares the food in your family?
- What do you like to eat on special occasions, eg your birthday?
- What did you have to eat last night?
- How often do you buy food? Where do you do the shopping?
- Do you eat out a lot? What kind of food do you like to eat at a restaurant?
- What did you have to eat this morning?
- Do you have a favourite food when you are sad? What is it?

A: *I'm going to ask you some questions about food and eating.*

B: *OK.*

A: *What meals do you eat with your family?*

B: *I usually have breakfast and dinner with my family. I have lunch at work.*

Reading

1 1.15 Read and listen to *Tastes comforting* on page 19. Do you have a name for this kind of food in your language?

2 Read the text again and make notes about each kind of comfort food under the headings *name, country* and *ingredients*.

3 Work in pairs and tell each other about the four kinds of comfort food in the text.

4 Do you have a comfort food? Tell your partner about it.

5 You are going to read more information about comfort food in different countries.

Work in pairs. A: turn to page 126. B: turn to page 128.

Extend your vocabulary – taste

You can use the noun *taste* when you describe a flavour.

This chocolate has a very sweet taste.

It is also the name of one of the five senses (*sight, hearing, smell, touch and taste*).

You can use the verb *to taste* in the following ways:

taste + adjective

taste + like / of + noun

It tastes sweet / bitter / delicious / awful

It tastes like chicken. This water tastes of apples.

You can say *It tastes delicious* to give a compliment about food.

Complete the sentences with your own ideas.

- ... has a sweet taste.
- I like food that tastes ...
- I think ... tastes awful.





tagine

Grammar

*It's a **dish** of pasta and meat. We are making **two dishes** like this.*
*There is some **meat** in the dish.*
*I like **coffee**. Can I have a **coffee** please?*
*We have **some meat** but we don't have **any vegetables**.*

- countable nouns can be singular or plural
- uncountable nouns do not have a plural form
- some words can be countable or uncountable
- use *some* and *any* with plural nouns or uncountable nouns
- we usually use *some* in affirmative sentences and *any* in negative sentences and questions

1 Look at these words from the texts. Decide if each one is countable, uncountable or if it can be both.

bread casserole cheese chocolate cracker
 lentil meat noodle pasta pizza potato
 sandwich steak sweet toast vegetable

2 Choose the correct word to complete the texts.

My comfort food

When I'm feeling sad, I always eat *any / some* chicken soup. Very hot chicken soup with pasta. There isn't *any / a* better dish for me.

Last summer I studied English in Scotland and stayed with *a / some* host family. Scottish food was OK, but they didn't have *a / any* good bread. Two weeks later a friend from Germany visited and brought me *some / any* delicious Roggenbrot bread. It was my comfort food.

Every time I go back to my village in Turkey, I ask my mother to prepare baklava for me. It's *a / any* special cake, with *a / -* honey and *any / -* nuts.



G Grammar focus – explanation & more practice of nouns on page 134

Tastes comforting

The expression comfort food is only around forty years old. It means a kind of familiar, simple food. People associate comfort food with good feelings, with childhood or with home.

Comfort food exists in all cultures. Some examples of popular comfort food from around the world include:

- Roti* – a kind of bread served with vegetables or lentils (popular in India).
- Ramen* – a dish of noodles with vegetables and meat in a soup (popular in Japan).
- Tagine* – a slowly cooked dish of meat and vegetables (popular in North Africa).
- Poutine* – a dish of fried potatoes with cheese and meat sauce (popular in French Canada).



ramen

Speaking

1 Think of a dish that you like and make some notes about it. Use the headings below to help you.

- Ingredients
- Who usually prepares it
- When you eat it
- Why you like it

2 Work in pairs and tell each other about your dishes.

I'm going to tell you about arroz con costra. It's a Spanish dish and it's one of my favourites.
It's a rice dish. My father usually makes it in the summer. You cook it with some meat ...

Eating & Drinking

Part 2

Reading & Speaking

Ten secrets ... from the world's top kitchens

Grammar

Quantifiers (*a lot of, a little, a few, not enough, much, many*)

Vocabulary & Speaking

In the kitchen

Pronunciation

/k/ t/


Listening

Zao Shen

Reading and Speaking

1 Work in pairs and ask each other these questions.

- 1 Can you cook?
- 2 Do you like cooking?
- 3 What dishes can you make?
- 4 Who is the best cook you know?

2  **1.16** Read and listen to *Ten secrets ... from the world's top kitchens*. Which secret or secrets are about ...

- a food preparation?
- b food storage?
- c eating?
- d cleaning?
- e the kitchen?

3 Did you know any of these tips? Tick (✓) the ones you knew.

4 Do you know any other good food tips? What are they?



- 1** To give soup a beautiful golden colour, add some onion skin. Remember to take it out of the soup before you eat it.
- 2** Too much salt in a sauce? Add a little sugar or sparkling water.
- 3** Eggs will stay fresh if you store them with the pointed end down.
- 4** To clean a pan after cooking fish, put some cold tea in the pan for ten minutes first.
- 5** If you want a lot of juice from a lemon, cut it in half and put it in the oven for a few minutes first.
- 6** Lots of green bananas? Leave them in a bowl with a red tomato next to them.
- 7** When you cut an onion, put some bread under your nose. You may feel silly, but you won't cry.

- 8** Do you eat too much food at mealtimes? Turn off the lights. Dim lighting makes you want to eat less.
- 9** To see if pasta is cooked, throw a piece against the fridge. If it sticks on the fridge, it's cooked.
- 10** To make your kitchen smell good, put a little orange peel in the oven at 180°C for fifteen minutes.

Ten secrets ... from the world's top kitchens

Grammar

*Do you eat **too much** food at mealtimes?
Put it in the oven for **a few minutes**.
If you want **a lot of** juice from a lemon ...
Too much salt in a soup?*

- use *a little* and *much* with uncountable nouns
- use *a few* and *many* with plural countable nouns
- use *a lot of* and (*not*) *enough* with plural nouns and uncountable nouns
- use *too much* / *many* to say there is more than you want

1 Read the sentences below about a busy head chef. Match the sentences 1–5 to the meanings a–e.

- 1 He is always a few minutes late for work.
 - 2 He has a lot of friends at the restaurant.
 - 3 He eats too many cakes and biscuits.
 - 4 He doesn't get enough sleep.
 - 5 He has enough work at the moment.
- a He doesn't need any more.
 - b He should eat less.
 - c He isn't early.
 - d He's often tired.
 - e He has eight or nine.


2 Complete the questions' with *much* or *many*.

In a typical day ...

- how _____ meals do you eat?
- how _____ coffee do you drink?
- how _____ time do you spend in the kitchen?
- how _____ portions of fruit do you eat?
- how _____ water do you drink?
- how _____ junk food or fast food do you eat?

3 Work in pairs and choose **four** questions from the list above. Then ask each other the questions. Use the expressions in the box to help you.

a little a lot not many
not much too many too much

 **Grammar focus** – explanation & more practice of quantifiers on page 134



a b

Vocabulary and Speaking

1 Describe the differences between these three kitchens.

Useful language

- bowl
- glass
- oven
- spoon
- fire
- kettle
- saucepan
- toaster
- frying pan
- mug
- sink

Useful phrases

- This kitchen looks like it's in ...
- There are ... in this kitchen and ... in that kitchen.
- I think this picture is more interesting. I prefer ...

2 Which kitchen do you prefer? Why?

Pronunciation

1 1.17 Listen to the words below. Which have the /k/ sound, which have the /tʃ/ sound and which have both? Which word does not have a /k/ or a /tʃ/ sound?

chill chocolate cloth cook cup
fork knife picture quick watch

2 Listen again and repeat. What are the common spellings for /k/ and /tʃ/?



c

Listening

1 Look at the picture of Zao Shen. Which country do you think he is from? Who do you think he is?

2 1.18 Listen to a short talk about Zao Shen and answer the questions.

- 1 Who is Zao Shen?
- 2 Can you name one thing he does?
- 3 Where can you see pictures like this?

3 Are there any important beliefs about food or kitchens in your culture? What are they?



UNIT 2 Eating & Drinking

Part 3

Speaking & Vocabulary

Containers and drinks

Reading

The people behind the drinks

Grammar

The infinitive

Speaking and Vocabulary

1 Work in pairs. How many correct phrases can you make with the words in the box?

a	glass cup mug bottle carton can	of	coffee cola juice milk tea beer water wine
---	--	----	---

Language note: some uncountable nouns can be countable if we believe there is a container, eg *two coffees* means *two cups of coffee*.

2 Work in pairs and ask each other these questions.

What do you like to drink ...

- on a hot summer's day?
- in the morning, with breakfast?
- after dinner?
- in the winter, when it's cold outside?
- when you feel sad or miserable, as a comfort drink?


What other drinks do you like? When?

Reading

1 Look at the photos and names of different people on page 23. Do you know any of the names? What drinks are they associated with?

Useful phrases

- I don't know this name.
- I think this is ...
- This is the name of a kind of coffee / water / beer.

2  1.19 Read and listen to the text *The people behind the drinks*. What do all the drinks have in common? Choose the best answer.

- They are all more than 100 years old.
- They are all cold drinks.
- They are not English drinks.

3 Read the text again and complete the sentences with the names of the drinks.

- _____ sponsors a famous book.
- _____ and _____ are from France.
- _____ and _____ are hot drinks.
- _____ was given as a present.
- _____ and _____ were named after monks.

4 Do you know any of these drinks? Which ones?



The people behind the drinks

Grammar

*He wanted to make a new drink.
It was difficult to understand.*

- use the infinitive after some verbs: *agree, forget, need, try, want*
- use the infinitive after adjectives

1 Read the extract from George Orwell's *A nice cup of tea*. Complete the rules by writing *to* or *nothing (-)* in each gap. Do you agree with his rules?

A nice cup of tea

It isn't easy to make a good cup of tea.
First of all, you should _____ use Indian or Ceylonese tea.
It's important _____ make tea in small quantities – in a teapot.
You need _____ make the teapot hot first.
Don't _____ put hot water in a cold pot.
Strong tea is the best kind of tea. One strong tea is better than twenty weak teas.
After you _____ put the tea in the pot, stir it. Or shake the pot.
Try _____ use a good breakfast cup for your tea.
Tea is best in a good cup.
Don't forget _____ put the tea in the cup before you _____ put the milk in.
Tea is meant _____ be bitter. Don't put sugar in a nice cup of tea.

2 Write some rules for how to make a drink or some food that you know.

3 Work in pairs and tell each other your rules.

A nice ...

It's important to ...

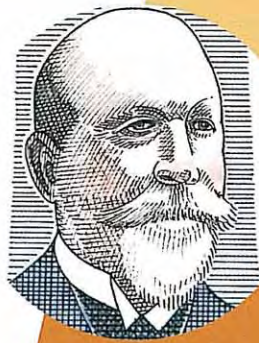
You need to ...

The best ... to eat/drink is ...

Try to use ...

Don't forget to ...

G Grammar focus – explanation & more practice of the infinitive on page 134

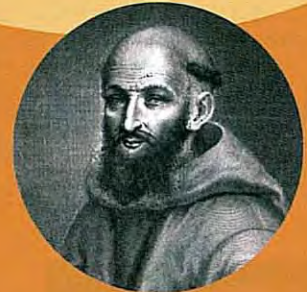


Perrier

Dr Louis Perrier was a doctor and politician in the south of France. At the end of the 19th century he got a job with a company that made special mineral water in a bottle. The water was originally popular in the UK and the US, but is now available around the world.

Cappuccino

The espresso coffee with hot milk has always had the Italian name cappuccino. It is more than three hundred and fifty years old and is now famous around the world. The name comes from a group of monks in Italy, the Capuchin monks.



Guinness

In 1759 an Irishman called Arthur Guinness started making beer in a small brewery in Dublin. He eventually created a dark beer called Guinness, which became Ireland's national beer. The Guinness company now owns many different products, the most famous being the *Guinness Book of World Records*, first published in 1955.

Earl Grey Tea

The Earl, Charles Grey was British Prime Minister from 1830–1834. During his time in office, he received some special tea as a gift from China. The tea became very popular in Britain, and eventually people gave it the name Earl Grey tea.



Dom Pérignon

Dom Pérignon (1638–1715) was a blind Benedictine monk from Épernay, France. His senses of taste and smell helped him to improve the wines made at his monastery. It was Dom Pérignon who put the bubbles in champagne.

Glossary

blind (adjective) – unable to see

brewery (noun) – a place where people make beer

monk (noun) – a man who lives in a religious community away from other people

UNIT 2 Eating & Drinking

Part 4

Vocabulary

The human body

Listening

Water & the human body

Grammar

The infinitive of purpose

Pronunciation

/tə/ & /tu:/

Speaking

Drinks questionnaire

Vocabulary

1 How many parts of the body can you name in English? Work in pairs and complete the words below.

_rm b_ck e_r
elb_w f_ng_r f__t
ha_r h_nd he_d
k_ee l_g n_se

2 Look at the words in the box. Decide if each part is inside (I) or outside (O) the body. Write I or O.


blood ____ bone ____ brain ____
heart ____ muscle ____
nails ____ skin ____

3 Work in pairs. How many parts from exercise 2 can you see in the picture?

Listening

1 You are going to hear a talk about water and the human body. First check you understand the words in the box.

breathe convert factor
nutrients temperature waste

2  1.20 Listen to the talk and write the parts of the body that you hear.

3 Listen again. What do the numbers mean?

a few days 2 $\frac{2}{3}$ 22%
75% 85-95% 92%

4 How much water do you drink? Do you think you drink enough water? Tell a partner.

Grammar

Human beings need to drink water to live. What does water do to help the body?

- we use the infinitive to say why we do something

1 Look at the pictures of different objects below. Describe what each object is for using the phrases in the box.

breathe underwater drink with
make ice cubes purify water
serve drinking water water plants

You use this to water plants.



2 Complete *More water facts* with *to* + a verb from the box.

flush grow have produce provide

More water facts

Around 2.5% of the planet's water is fresh water. The rest is salt water.

It usually takes between 50 and 100 litres _____ a shower on average.

It takes 5 to 10 litres _____ the toilet.

You need 1,900 litres of water _____ one kilogram of rice.

You need 100,000 litres of water _____ one kilogram of beef.

On average, it costs €23 _____ safe and clean water for one person.

About 1.1 billion people do not have access to clean drinking water. That's about 1 in 6 people.

Pronunciation

1 1.21 Listen and circle how the underlined word is pronounced in each sentence.

It's too cold. /tə/ /tu:/

You need to drink more water. /tə/ /tu:/

2 1.22 Listen to the story below then practise saying the sentences. Pay attention to the pronunciation of /tə/ and /tu:/.

Last summer I went to Tunisia

It was too hot, and I needed something to drink.

I was hungry too.

I went to a shop to buy some water.

I didn't know how to ask for water.

I didn't have enough money to pay for it.

I spoke to the owner.

And he gave it to me for free.

He gave me some oranges too.



Speaking

1 Use the prompts to make questions.

- How much water / every day?
- Do / too little water?
- Do / water before you go to bed?
- Do / bottled water or tap water?
- How many bottles / week?

2 Work in pairs and choose one of the tasks below.

A Ask each other the questions from exercise 1.

B Make a similar questionnaire about a different drink, eg tea or coffee. Use the questions in exercise 1 to help you. Then interview another pair.

3 Work in pairs. Complete the sentences in as many different ways as you can.

I went to the shop to ...

People use water to ...

He's learning English to ...

Grammar focus – explanation & more practice of the infinitive of purpose on page 134



Warm up

1 Look at the pictures of four different places to eat. Work in pairs and describe the similarities and differences between them.

Useful language

- fast food
- self-service buffet
- flight attendant
- tray

Useful phrases

- I think this is in ...
- It looks like a / an ...
- In this picture they're ... and in this picture they're ...
- This one looks the most comfortable / expensive / interesting

2 Have you been to any places like these? Which photo do you like the best?

Listening

1 1.23–1.25 Listen to three conversations. Match each one to a photo. There is one photo you don't need.

2 Listen again and answer the questions.

Conversation 1: Who is the reservation for?

Who is ready to order: the man or the woman?

Conversation 2: What is the problem with the food?

What size drink does the man have?

Conversation 3: Does the woman have anything else to drink?

Where does she have to pay?

Language focus: eating out

1 Put the words in the correct order to make useful phrases. Which phrases do customers say? Mark them with a C.

- would to order you what like?
- here think I there's a mistake.
- the I have could bill?
- your meal you did enjoy?
- medium small, or large?
- reservation we've a got.
- over have to pay you there.
- thanks lovely, it was.
- for two, table please a.

2 1.26 Listen and check your answers. Then listen and repeat the phrases.

Speaking

Work in groups of three. A and B: you are customers. C: you work in a restaurant.

Turn to page 130 and choose a restaurant menu. Then roleplay a conversation. Use the new expressions you have learnt.

Warm up

1 Complete the sentences with the words in the box. Use a dictionary to help you.

beetroot boil candy fry kebab
lamb sweets

- 1 _____ is a kind of meat.
- 2 A _____ is a sort of meat dish.
- 3 _____ is a kind of vegetable.
- 4 _____ and _____ are sweet food made with sugar.
- 5 _____ and _____ are two ways of cooking food.


2 What other words could you use to complete these sentences?

Listening

1 You are going to listen to six people talking about food that makes them think of home. Try to match the names of food to the countries.

borsch candy kebab pizza
schnitzel tortilla

- 1 Iran _____
- 2 Italy _____
- 3 Russia _____
- 4 Germany _____
- 5 US _____
- 6 Spain _____

2  1.27–1.32 Listen and check your answers.

3 Listen again and match the speakers 1–6 to the phrases a–f.

Speaker 1: Mo, Iran _____
Speaker 2: Gianfranco, Italy _____
Speaker 3: Elena, Russia _____
Speaker 4: Marlies, Germany _____
Speaker 5: Matt, US _____
Speaker 6: Sonia, Spain _____

- a And it is very tasty really.
- b I think it is a very simple dish.
- c Of course not Pizza Hut but Napoli pizza.
- d They remind me of growing up in the United States.
- e Typical traditional food.
- f You most often have it with French fries.

Language focus: listing ingredients

Choose the correct sentence.

- 1 a It consists of rice and lamb.
b It consists with rice and lamb.
- 2 a It's made from eggs and potatoes.
b It's made for eggs and potatoes.
- 3 a It's of vegetables, and meat and pasta.
b It's made with vegetables, and meat and pasta.
- 4 a It is got rice and fish in it.
b It has got rice and fish in it.

Speaking

1 Choose three of the topics below. Write one example of each on a piece of paper.

- a typical food or drink from your country
- a food or drink that you don't like
- a food or drink that you liked when you were a child
- a food or drink from another country that you like

2 Work in pairs and swap your lists. Can you guess the categories?

3 Tell each other more about the food or drinks on your lists.

Useful phrases

- It consists of ...
- It's made from ...
- It's delicious! / It tastes really good.



Writing a description of food and drink

Reading

1 Read Gustavo's description of food in Brazil. Choose the best title for each paragraph.

- Drinks in Brazil
- Mealtimes
- Invitation to Brazil
- Food around Brazil



2 Complete the statements.

- In Brazil, people tend to eat _____ meals a day.
- The main meal of the day in Brazil is _____.
- The national dish is _____.
- The most typical drinks are _____.
- Food and drink in Brazil are _____.

1 _____
In my country, people normally have three meals a day: breakfast, lunch and dinner. We also tend to have a lot of snacks between meals. For breakfast, we usually have coffee with milk and eat bread. We also like to eat fruits such as bananas, papaya, melon or watermelon, and to drink juice or yoghurt. Lunch is the main meal of the day. We generally eat a portion of beans and rice with beef, chicken or fish and salad. Dinner is similar to lunch but we tend to eat quite late, between seven and ten in the evening.

2 _____
The food in Brazil varies from region to region. Here in São Paulo, we like to eat feijoada with rice and meat on Wednesday or Saturdays. Feijoada is our national dish and it is cooked with beans and dried meat. In Minas Gerais, cheese bread is a speciality. In Bahia, the food is very spicy and hot. In the north of Brazil, people eat a lot of fish but in the south, it is common to have barbecues and to drink a kind of tea that is served very hot.

3 _____
I think that coffee is the most typical beverage in Brazil. People drink coffee almost all the time; for breakfast, at work, in restaurants and so on. We also like to drink beer, and on special occasions or for celebrations, we drink caipirinha. Caipirinha is a drink made with pinga or vodka mixed with sugar or honey and crushed lemons.

4 _____
If you come to Brazil, you will enjoy our delicious and varied food and drink. Welcome to Brazil!

Language focus: describing habits

1 Notice how we describe habits.

We *normally* / *generally* / *usually* have coffee with milk.
People *like to* / *tend to* eat quite late.
It is *common* / *customary* to have barbecues.

2 Complete the sentences.

- We _____ to have our main meal in the evening.
- It is _____ to use chopsticks when we eat.
- On special occasions, people _____ to eat out.
- People _____ have a sandwich for lunch.
- It is _____ for families to eat together.
- We _____ use fresh ingredients to prepare meals.

Writing skills: using commas

Use commas ...

- to separate prepositional phrases.
In my country, people normally have three meals a day.
- to separate items in a list.
breakfast, lunch and dinner

1 Find more examples of a and b in the text above.

2 Add commas to these sentences.

- In China typical dishes are rice noodles and dumplings.
- Noodles are made with flour eggs and water.
- For breakfast people tend to have coffee bread and jam.

Preparing to write

1 Make notes about food and drink in your country. Use the paragraph titles to help you.

Mealtimes Typical dishes Drinks

2 Work in pairs and share your ideas.

Describing meals and dishes

- The main meal of the day is ...
- Our national dish is ...
- A speciality / typical dish is ...
- Our main / staple food is ...
- Our most typical drink is ...
- On special occasions, we have ...

Writing

Write a description of food and drink in your country for a class magazine. Use your note and the useful phrases above to help you.

Grammar

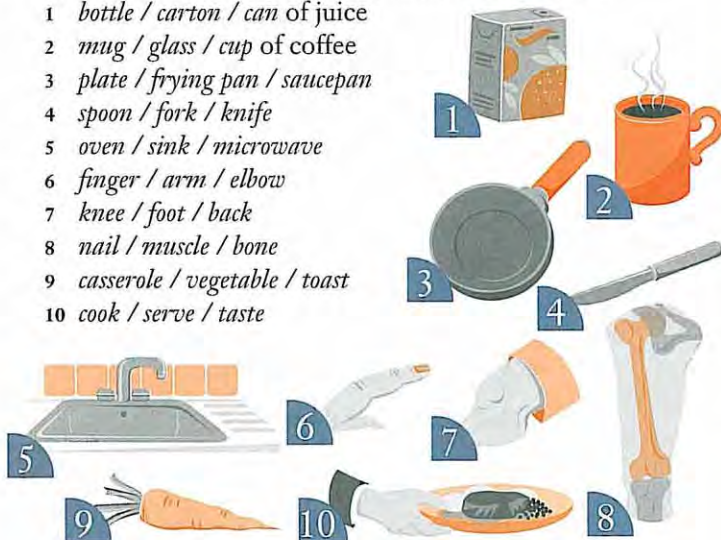
Correct the mistakes in eight of these sentences and tick (✓) the two that are correct.

- 1 I need get more sleep.
- 2 English people drink a lot tea.
- 3 You drink too many coffee.
- 4 I use a coffee machine for make my coffee.
- 5 How much biscuits do you want?
- 6 Could I have a few sugar in my tea, please?
- 7 This chocolate tastes bitter.
- 8 I have too little eggs to make a cake.
- 9 Don't forget buy some noodles.
- 10 It's important to eat enough fruit and vegetables.

Vocabulary

Circle the correct option to describe each picture.

- 1 bottle / carton / can of juice
- 2 mug / glass / cup of coffee
- 3 plate / frying pan / saucepan
- 4 spoon / fork / knife
- 5 oven / sink / microwave
- 6 finger / arm / elbow
- 7 knee / foot / back
- 8 nail / muscle / bone
- 9 casserole / vegetable / toast
- 10 cook / serve / taste



Speaking and Writing

1 Work in groups of three and ask each other the questions.

- What did you eat and drink yesterday?
- Do you have a healthy diet?

Useful phrases

- I eat a lot of ...
- I eat / drink too much / many ...
- I don't eat enough ...

2 Work in pairs. You are going to have a party for everyone in the class. Write a list of the food and drink you need to buy. Then compare your list with another pair.

Evaluating your language learning

1 Work in pairs. Look back at the unit you have just studied. Tell each other which parts you found easy or difficult.

2 Think about what you have learnt in this unit. Mark the statements a, b, c or d.

- a confidently and accurately
- b quite confidently and accurately
- c with help from my notes or my teacher
- d with difficulty

I can ...

- * describe my eating and drinking habits
- * ask about eating and drinking habits
- * talk about quantities
- * describe things in a kitchen
- * pronounce the sounds /k/ and /tʃ/
- * find information in a short reading text
- * talk about containers and drinks
- * understand a simple listening passage
- * describe how to make a dish or drink
- * describe purpose using to + infinitive

3 Work in pairs and compare your answers.

4 Look at how Stefan has evaluated his language ability. Underline the phrases which describe ability.

I think I'm quite good at understanding reading text in the book. Sometimes I find it difficult to understand the listening passages. I'm not very good at grammar but my pronunciation is quite good. I need to expand my vocabulary, especially everyday English. I need more practice in speaking.

5 Work in pairs and describe your ability in the areas below. Make suggestions about how to improve.

Grammar	Reading
Vocabulary	Listening
Pronunciation	Speaking
Social situations	Writing

6 Write a letter to your teacher. Say what you have found easy and difficult in the classes so far. Describe your general language ability.

Part 1

Vocabulary & Speaking

Works of art

Reading

Discovered!

Speaking

Art

Vocabulary and Speaking

1 Match the words to the pictures a–h.


cave art old manuscript painting
 photograph sculpture self-portrait
 sketch statue

2 Work in pairs and describe the pictures. Use the words in exercise 1 and the useful phrases to help you.

Useful phrases

- This picture shows ...
- I think this is a picture of ...
- It looks as if + clause ...
- This is from + time / place ...
- I (really) like / don't like this picture ...

Reading

1  **1.33** Read and listen to *Discovered!* on page 31 and match each text to a picture. There are four pictures that you do not need.

2 Read the texts again and complete the sentences with one or more words.

- 1 The *Venus de Milo* is a statue of _____.
- 2 The *Venus de Milo* is now in _____.
- 3 Some Mexican workers discovered a sculpture while they were installing _____.
- 4 The sculpture is now in _____.
- 5 The couple from Milwaukee thought their Van Gogh painting was _____.
- 6 *Vase with Flowers* sold for _____.
- 7 The man found the Declaration of Independence while he was shopping at _____.
- 8 The manuscript was inside a _____.



Extend your vocabulary – discover

Words in the same family:

discover – verb

discovery – noun

discovered – adjective

undiscovered – adjective

Complete the sentences with the correct form of *discover*.

- 1 The archaeologists made an important _____ near the town castle.
- 2 We only want to _____ the truth.
- 3 News flash: Picasso sketches _____ in church basement.
- 4 The painting was _____ until the dealer noticed it on the wall.

Speaking

Work in pairs and choose **one** of the tasks below.

A Tell your partner about an object that is important in your family. Use these questions to help you prepare.

- What is the object?
- How old is it?
- Where did it come from?
- Why is it important to you?

B Ask each other these questions.

- Do you like art?
What kind of art do you like?
- Do you have any art in your house?
What is it? Who is it by?
- Have you ever been to an art gallery?
Which one?



Discovered!

True stories of
how valuable works
of art were found in
unexpected places



In a field

In 1820 a Greek peasant named Yorgos was working in his field on the island of Milos when he found several blocks of stone. Under the stones were four statues: three figures of the God Hermes and one of Aphrodite, the goddess of love. Three weeks later a group of French archaeologists arrived by ship. They bought the Aphrodite and took it to France. The king, Louis XVIII, called it *Venus de Milo* and gave it to the Louvre. It is now one of the most famous works of art in the world.



Under a street

On February 21, 1978, workers were putting down electrical cables on a busy street corner in Mexico City when they discovered a huge sculpture of the Aztec moon goddess Coyolxauhqui. It was more than four hundred years old and is now in the Museum of the Great Temple in Mexico.



On a wall

A man and his wife from Milwaukee, US, asked an art dealer to look at a painting they had in their home. While he was walking through the house, the dealer saw a different painting. The couple thought this was a reproduction of a Vincent Van Gogh, but it was in fact the original. On March 10, 1991, the painting *Vase with Flowers* sold for \$1.4 million.



At a market

A man from Philadelphia was shopping at a flea market when he saw a wooden picture frame he liked. He paid \$4 for it. When he got home he took the old picture out of the frame and found an old document behind it. It was a copy from 1776 of the American Declaration of Independence. The copy sold for \$2.4 million in New York in 1991.



Glossary

archaeologist (noun) – a person who studies ancient societies

dealer (noun) – a person who sells a particular product

flea market (noun) – a market where old things are sold at low prices

peasant (noun) – a poor person who works on another person's farm

reproduction (noun) – a copy of something



Part 2

Speaking

Retelling stories

Grammar

Past simple & past continuous

Vocabulary

Furniture & furnishings

Reading

The Picture of Dorian Gray

Pronunciation

Past simple regular verbs

Writing

A scene from a short story

Speaking

1 Work in pairs. Tell each other what you remember about the works of art from page 31. Use the phrases below to help you.

A Greek peasant was working in his field when ...

In 1978 a group of Mexican workers were putting down electrical cables when ...

One day an art dealer went to visit a man and his wife in Milwaukee. While he was walking through the house ...

A man from Philadelphia was shopping at a flea market when ...

2 Check your answers in the texts.

Grammar

1 Write the past simple form of the verbs in the box. All the verbs are in the text on page 31.

arrive ask buy discover find
get pay see sell take

2 Put the verbs into two groups, regular and irregular verbs.

Three weeks later a group of French archaeologists **arrived** by ship.
Yorgos **was working** in his field.
While he **was walking** through the house, the dealer **saw** a different painting.

- use the past simple to talk about completed actions in the past
- use the past continuous to talk about an action in progress in the past
- the past continuous is common with a simple past action when one action interrupts the other

3 Complete the texts with the past simple or past continuous form of the verbs in brackets.

In a hole in the ground

In 1978 workers _____ (dig) behind an old casino in Dawson City, Yukon when they _____ (discover) more than 500 films from 1903 to 1929. The films _____ (be) in perfect condition because of the cold temperatures.

In an attic

In 1990 Barbara Testa, a librarian, _____ (find) 665 pages of an old book while she _____ (look) through a trunk in her attic. The book _____ (be) the original manuscript of the great American novel *Huckleberry Finn* by Mark Twain.

As a bicycle rack

Every day employees of the God's House Tower Museum in Southampton, UK _____ (put) their bicycles against a black rock in the basement. In 2000 two Egyptologists _____ (visit) the museum. They _____ (examine) other items when they _____ (see) the black rock. They _____ (identify) it as a 2,700-year old statue of the Egyptian King Taharqa.

Grammar focus - explanation & more practice of past tenses on page 136

Vocabulary

1 Which of these things can you see in the picture on page 33?

armchair carpet coffee table
curtains lamp mirror shelf
sofa wall window

2 Which things do you have in your house? Where are they?





The Picture of Dorian Gray

Dorian decided to go to bed and went slowly towards his bedroom. He walked along the hall and through the library. Basil's portrait of Dorian was on a wall in the library. Suddenly Dorian stopped and looked at the portrait. He was surprised. The painting looked different. The face in the painting had changed. Yes, it had changed! Quickly, Dorian opened the curtains. Sunlight came into the room. Dorian looked closely at the picture and saw that the face was different. It looked unkind and cruel. A huge mirror hung on another wall. Dorian looked in the mirror at his own face. He saw a beautiful young man. He had not changed. What was happening to the picture?

Suddenly Dorian remembered the day that Basil finished the picture. Dorian remembered his wish. He remembered his own words.

'I wish that I could always be young. I wish that picture could grow old instead of me. I would give anything and everything for this to happen. I would give my soul!'



Why did the face in the picture look cruel and unkind? Was his wish coming true? Was the picture changing?

The Picture of Dorian Gray (1890) is one of Oscar Wilde's most famous novels. The main themes are the purpose of art and the obsession with youth and beauty.

Glossary

cruel (adjective) – causing pain to people

huge (adjective) – extremely large

soul (noun) – the spiritual part of a person

wit (noun) – the ability to use words in a clever way that makes people laugh

Reading

1 1.34 Read and listen to an extract from the book *The Picture of Dorian Gray*. What was happening?

2 Work in pairs. Choose two of these questions and then discuss them.

- Have you read this book? Would you like to?
- Dorian makes a wish by saying: 'I wish that I could always be young. I wish that picture could grow old instead of me.' Would you make the same wish as Dorian? Why?
- Do you think people are too concerned with being young in today's society?
- 'Your personality is written on your face.' What does this quote mean? Do you agree with it?

Pronunciation

1 1.35 Listen to some sentences from the text. Tick (✓) the verbs that have an extra syllable in the past tense.

- decide – decided ____
- walk – walked ____
- stop – stopped ____
- look – looked ____
- open – opened ____
- remember – remembered ____

2 Practise saying the verbs and the past tense forms.

3 How do you pronounce the past tense of these verbs?

asked discovered hated finished
listened loved needed started
wanted worked

Writing

1 Read the opening sentences from four short stories.

Mark was sitting in the most comfortable armchair when he heard the strange noise again.

I was happy when I received the sculpture, but I didn't know its secret.

As she was looking at the photograph, she was certain she saw the eyes move.

It was the most beautiful painting, and the most dangerous.

2 Choose one of the sentences and continue the story. Write two or three more sentences.

3 Work in pairs. Swap your stories and add another sentence to your partner's story. Then return the story to your partner.



Oscar Wilde (1854–1900)

Oscar Wilde was an Irish writer of plays, poetry and novels. He was famous for his wit and commentary on the society of Victorian London.

Part 3

Speaking

Describing pictures

Vocabulary

Audio & video

Listening & Writing

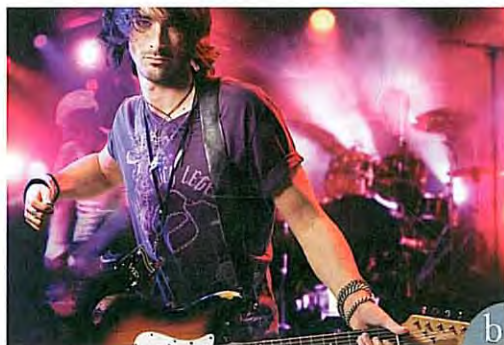
The history of sound
recording

Grammar

Used to

Pronunciation

Used to



Speaking

1 Look at pictures a and b. Make some notes on the differences between them. Use the useful language and phrases to help you.

Useful language

- classical music
- conductor
- guitarist
- play
- concert hall
- drummer
- orchestra
- rock group

Useful phrases

- This looks like ...
- The picture on the right / left shows ...
- Maybe / perhaps it's in ...

2 Work in pairs and describe the differences between the pictures.

3 Work in pairs and ask each other these questions.

- What kind of music do you like?
- Where do you usually listen to music? At home, at work, on the bus etc?
- Do you listen to music while you are working or studying? What kind of music?

Vocabulary

1 Rearrange the letters to make the correct words.



yapl



wirend



staf wadfror



pots



saupe



cejet

2 1.36 Listen and check your answers. Then repeat the words.

3 Match the words to the pictures on page 35.

- audio cassette _____
- CD _____
- DVD player _____
- headphones _____
- MP3 player _____
- record _____
- record player _____
- video cassette _____

Do you have any of these things at home?

4 1.37 Complete the instructions with the words in the box. Then listen and check your answers.

button down off on plug up watch

Right, to use this DVD player, first you _____ it in here. To turn it _____, just press this _____. Now press eject and put the disc in the tray. Close the tray and press play to _____ the film. To turn _____ the volume, use this button. If it's too loud, turn _____ the volume with this button. And, to turn it _____, press here.

5 Work in pairs. Make a similar set of instructions for a CD or MP3 player.



Listening and Writing

1 You are going to hear a lecture about the history of sound recording. Before you listen, list the words from vocabulary exercise 3 in order from oldest to newest.

2 1.38 Listen to the lecture and check your answers.

3 Listen again and complete the notes.

History of sound recording

The first: Thomas Edison in _____.

Edison predicts sound recordings for office dictation, speaking _____, education, talking _____ and music.

1900s: people play _____ on _____ players.

1920s: first films with sound – called _____.
_____: Philips introduces audio cassette.

1963: first _____ opens in Los Angeles.

1970s–1980s: VHS video, cassette walkman and _____ – ends era of the record.

Early 1990s: DVD

1996: first digital music player sold in _____.

2001: Apple iPod, a popular _____, appears.

Current music devices can store _____ songs, video and _____.

Extend your vocabulary – saying and writing decades

In English we can use the phrase *the nineties* to describe the years from 1990 to 1999.

I was at university in the nineties.

In informal writing we can write *the 90s*.

The years 2000 to 2010 are sometimes called *the noughties*.

Complete the sentences with the correct decades.

- 1 I don't like music from _____ (1980–1989).
- 2 I was born in _____ (1960–1969).
- 3 I was at school in _____ (1970–1989).

Grammar

People **used to** listen to music on vinyl discs.
Vinyl records **used to** be popular.
They **didn't use to** have CDs.

- use **used to** to talk about regular actions in the past which don't happen now
- use **used to** to talk about situations in the past which aren't true now
- the negative of **used to** is **didn't use to**

1 Look at the picture below and rewrite the sentences with **used to**.

In those days families were bigger.

In those days families used to be bigger.

- 1 Most women were housewives.
- 2 People didn't have lots of things.
- 3 Most families didn't have a television.
- 4 Some families had a radio in the living room.

2 Make questions with **did** and **use to**. Add two more questions.

- 1 What music _____ you _____ listen to?
- 2 Where _____ you _____ go to school?
- 3 _____ you _____ have long hair?

3 Work in pairs and ask each other the questions.

Grammar focus – explanation & more practice of **used to** on page 136

Pronunciation

1 1.39 Listen and repeat these sentences. Pay attention to the stressed words.

My brother used to play the guitar.

I didn't use to listen to classical music.

In connected speech, **used to** is pronounced /ju:stə/.

2 Underline the stressed words in grammar exercise 1.

3 1.40 Listen and check your answers. Then repeat the sentences.



Part 4

Vocabulary

Feelings

Listening

Music in film & TV

Speaking & Reading

High Fidelity

Vocabulary

1 Match the words in bold to the words in the box with similar meanings.

I was feeling **cheerful** today because ...

... makes me feel very **calm**.

Last week I was **miserable** because ...

I'm **frightened** of ...

... makes me **sleepy**.

I'm always **anxious** when ...

angry bored excited happy
relaxed sad scared tense tired

2 Complete the sentences in exercise 1 so they are true for you.

3 1.41 Listen to four short pieces of music. How do they make you feel?

4 Imagine one of the short pieces of music is part of a scene from a film. Listen again and answer the questions.

- Where is the scene?
- Who is in the scene?
- How do they feel?
- What is happening?

5 Work in pairs and tell each other about the scene you imagined.



Listening

1 1.42 Listen to the composer Andy Price talking about how he uses music in films and TV programmes. Tick (✓) the feelings he mentions.

angry calm excited happy
sad safe scared tense

2 Listen again and choose the correct answers.

Music used to be / has always been an important part of film and television.

If you want an audience to feel *scared* / *angry* then use violins, played very quickly and on a high note.

Gentle music on a guitar, piano or violin is good for *love scenes* / *death scenes*.

Choral music (people singing) can make an audience feel *tense* / *sad*.

When the character of Robin Hood appears in the programme you can hear *trumpets* / *guitars*.

The orchestra *used to play* / *usually plays* in front of a large screen showing the film.

3 Work in pairs and compare your answers.



Andy Price is a composer for theatre, film, television and advertisements. His work includes the music to the BBC programmes *Robin Hood*, *Score* and *The Six Wives of Henry VIII*. He has won many awards for his work.

Extend your vocabulary – Using *just*

You can use *just* in spoken English in different ways.

For emphasis:

Just turn it off!

To mean *only*:

It just makes me bored.

To mean *exactly*:

He is just like his father.

Put *just* into the following sentences. What does *just* mean in each one?


- 1 Be quiet, please.
- 2 It was a mistake.
- 3 Thank you for the CD, it's what I wanted.

Speaking and Reading

1 Work in pairs. Write down the names of all the pop groups you can think of in one minute.

2 Work with another pair and compare your lists. Then answer these questions.

- Is pop music popular in your country?
- Who listens to pop music?
- Do you like pop music?

3  **1.43** Read and listen to the extract from Nick Hornby's *High Fidelity*. How does pop music make the writer feel?

4 Work in pairs and discuss these questions.

- Do you think the author is being serious or funny?
- The writer thinks British people are very scared of violence in videos.
Do people in your country worry about this? Do you think it is a problem?

High Fidelity

What came first, the music or the misery? *Did I listen to*

music because I was miserable? Or was I miserable because I listened to music? Do all those records turn you into a melancholy person?

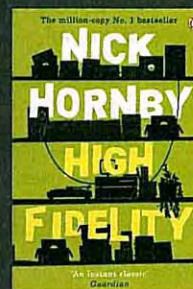
People worry about kids playing with guns, and teenagers watching violent videos; we are scared that some sort of culture of violence will take them over. Nobody worries about kids listening to thousands – literally thousands – of songs about broken hearts and rejection and pain and misery and loss. The unhappiest people I know are the ones who like pop music the most ...



Nick Hornby (1957–)

Nick Hornby is one of Britain's most popular contemporary authors. He frequently writes about sport and music. Many of the characters in his books have aimless or obsessive personalities.

High Fidelity (1995) is set in London and is about Rob, a man who works in a record shop. His girlfriend has left him. In the rest of the book, Rob examines his past relationships with women and with music. There was a film of the book in 2000 and a Broadway musical in 2007.



Glossary:

melancholy (noun) – a feeling of being very sad and having no hope

miserable (adjective) – extremely unhappy



Warm up

1 Work in pairs and look at the pictures from four different films. Match the pictures to the types of film in the box.

action comedy drama horror musical
romantic comedy science-fiction thriller

2 Describe the similarities and differences between the pictures.

3 What kinds of films do you like?

Useful language

- costumes
- in black and white
- martial arts

Useful phrases

- I think this one is a / an ...
- I've seen / I've never seen ...
- This could be from India / Germany ...

Listening

1 1.44–1.46 Listen to three conversations about films and match each one to a situation. There is one situation you don't need.

- a An interview situation, perhaps on television or on radio.
- b A couple deciding what to rent at a DVD shop.
- c Two friends coming out of the cinema.
- d A teacher giving his opinions about films to a class.

2 Listen again and answer the questions.

Conversation 1: Did they both like the film?

Conversation 2: What kinds of films do they talk about?

Conversation 3: What kind of film does the woman want to see?

Language focus: agreeing and disagreeing

1 Read the sentences and mark *A* for agreeing, *D* for disagreeing or *I* for in between.

- I agree. _____
- Absolutely. / Definitely. _____
- I don't agree (at all). _____
- Well, maybe but ... _____
- You're absolutely right. _____
- That's what I think too. _____
- Oh please! _____
- That's right. _____
- I sort of agree / disagree but ... _____
- Exactly. _____

2 1.47 Listen and check your answers. Then listen and repeat the phrases. Try to copy the intonation.

Speaking

Work in pairs and choose **one** of the tasks below.

A Complete these sentences with your own ideas.

- Two great films are _____ and _____.
- Two great actors are _____ and _____.
- The best musician from my country is _____.
- The worst kind of music today is _____.

Compare your ideas with your partner. Do you agree or disagree?

B Decide how much you agree or disagree with these statements.

- Music used to be much better.
- Hollywood always produces the same kinds of films.
- There is a lot of exciting new art around today.
- Art galleries and museums are important for society.

Compare your opinions with your partner. Do you agree or disagree?



Music has the power to engage all the emotions – from excitement to relaxation, from tears to laughter. But why does it have such power over us? The clue lies in babies.

The word *lullaby* has been in English since the Middle Ages. It's one of several, such as *rockaby* and *hushaby*, which show how generations of mothers have helped their children fall asleep through music.

- 5 Babies can hear in the womb about two months before they're born. Newborns prefer their mother's voice to that of a stranger. And they show preferences in music too. One research study played the same tune to a group of mothers every day throughout pregnancy; another group of mothers didn't hear the tune. When all the babies were born, their heart-rate was monitored while the tune was played to them. Only the 'musical' babies reacted to the tune.
- 10 There's something special about the music of the voice. From the moment a baby is born, the mother talks to it in an unusual way. Her voice ascends and descends from very high to very low – almost like singing in speech. And infants soon copy. You can hear them trying to sing from around nine months of age.

Glossary

clue (*noun*) – a piece of information that helps you to understand something

longer (*adverb*) – more time

monitor (*verb*) – to regularly check something

stranger (*noun*) – someone who you do not know

Melody, of both speech and music, is especially

- 15 significant. In another study, infants were shown two pictures of their mother. In one she was singing and in the other she was speaking. They looked for longer at the singing one.

Singing also simplifies our vocal behaviour: words are

- 20 often shorter, sounds are clearer and repeat more often, and they often rhyme. Nursery rhymes work so well because they combine these effects – clear rhythm, repeated sounds and rhyme. In the music of speech lies the foundation of poetry.



Warm up

- 1 Complete the nursery rhyme with the words in the box. Do you know this rhyme?

all blows fall

Rock-a-bye baby on the tree top,
when the wind ____
the cradle will rock,
when the bough breaks
the cradle will ____,
down will come baby,
cradle and ____.

- 2 Can you remember any nursery rhymes in your language? What are they?

Reading

- 1 Read the text. Which sentence is the best summary?
 - a Music and poetry are linked.
 - b We are affected by music from a very young age.
 - c Babies are more sensitive to music than adults.
 - d Lullabies are an English invention.

- 2 Read the text again. What do these words refer to?

- | | |
|-----------------|------------------|
| 1 it (line 2) | 5 them (line 12) |
| 2 It (line 3) | 6 one (line 18) |
| 3 that (line 6) | 7 they (line 21) |
| 4 it (line 11) | 8 they (line 22) |

- 3 Which of the facts in the text do you think are the most interesting? Compare your ideas with a partner.

Language focus

Look at the words in the box and put them into two groups: *music* or *babies*. Then translate them into your language.

born infant melody musical nursery
pregnancy rhyme singing tune womb

Speaking

Work in pairs and ask each other these questions.

When you were a child ...

- did your mother or father sing to you? What songs?
- did you have a favourite record or group? What was it?
- did you play an instrument? Which one?
- did you have music class at school? Did you enjoy it?
- did you use to sing? What songs?

Reading

1 Read Stefano's review of a concert he went to and answer the questions.

- 1 Who gave the concert?
- 2 What sort of singer is he?
- 3 Where was the concert held?
- 4 What happened during the concert?
- 5 Did Stefano enjoy the concert?



Last summer I went to a concert given by Vasco Rossi, he is one of Italy's most famous rock stars and one of the best live artists in the world. He is also a good songwriter, he writes great rock songs and also very nice love songs. He has many fans in Italy, and every summer he gives four or five concerts in big Italian stadiums, thousands of people go to listen to him there.

The concert took place in Rome's Olympic stadium, there were very many people there, all the tickets were sold out. I arrived at the stadium at three o'clock in the afternoon, I had to queue for six hours, I was very excited to see Vasco Rossi. The concert started at 9 o'clock in the evening, it went on for a very long time, maybe three or four hours. When Vasco Rossi started the concert everybody shouted, in the middle of the concert the crowd sang with him, it was very nice.

When the concert finished there were many security guards, everybody went home very quickly but without problems. I was very tired, I also went straight home, I was happy because of the excellent concert.

2 Would you enjoy the concert? Why?

Writing skills: sentences

1 You cannot join sentences with a comma. You need to start a new sentence using a full stop and capital letter. Stefano wrote:

Last summer I went to a concert given by Vasco Rossi, he is one of Italy's most famous rock stars.

He should write:

Last summer I went to a concert given by Vasco Rossi. He is one of Italy's most famous rock stars.

2 Find 12 more places where Stefano has joined sentences with a comma.

3 Join some of the sentences using *and*, *but* or *so*.

Language focus: adjectives

Make your writing more interesting by avoiding words like *nice*, *good* or *great*. Use your dictionary to find different words.

Improve Stefano's writing by using these words in the text.

moving powerful talented tender and expressive

Preparing to write

1 Think of a concert you have been to or would like to go to. Make notes about it. Use the useful phrases below to help you.

Paragraph 1: Who was the concert given by? Give some information about the performer.

Paragraph 2: Where did the concert take place? Who was in the audience? What happened during the concert? How did you feel?

Paragraph 3: What happened at the end? How did you feel?

2 Work in pairs and share your ideas.

Describing a concert

- The concert was given by ...
- It was a live / open air / sell-out concert.
- It took place in a stadium / a concert hall / a field.
- The hall was full / packed / half empty.
- The audience cheered / clapped / shouted.
- The music was brilliant / powerful / moving.
- I felt excited / moved / happy.

Writing

Write a review of a concert. Use your notes to help you.

Grammar

1 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- How much _____ (you / pay) for that painting?
- I _____ (not / pay) anything. It was a present.
- When we _____ (arrive) at the cinema, our friends _____ (wait) for us.
- My grandfather _____ (find) a valuable manuscript while he _____ (work) in his attic.
- He _____ (sell) it to the museum for more than half a million dollars.

2 Complete the sentences with the correct form of *used to* and the words in brackets.

- What kind of music _____ (you / listen) to when you were a child?
- I _____ (listen) to pop music. I _____ (not / like) classical music then, but I do now.

Vocabulary

1 Read the definitions and complete the words.

- a large group of musicians who use instruments to play classical music o _____
- you can listen to live music here c _____
h _____
- an image of a person or animal, made of stone, metal or wood s _____
- you usually put books on these s _____
- a comfortable object to sit on a _____

2 Complete the sentences with the correct word.

- I used to be *angry* / *tense* / *frightened* of horses.
- Sanna always has a happy face – she's a *sad* / *cheerful* / *scared* person.
- I hate exams – they make me *anxious* / *relaxed* / *sleepy*.
- As a child I used to feel very *miserable* / *bored* / *excited* about going on holiday – it was the best week of the year.

Speaking and Writing

1 Work in pairs. You are ill in bed and feeling miserable. Tell your partner how to find your favourite music and play it on your music player. Then swap roles and repeat.

2 Work in small groups. Write four sentences about your childhood using *used to* or *didn't use to*. One must be false. Take it in turns to read out your sentences and try to guess which one is false.

Conversation partners

1 Work in pairs and discuss these questions.

- How often do you speak English outside class every week?
- In what situations do you speak English? For example, with friends or family, at work, in social situations etc.
- What do you talk about?
- How can speaking outside class help to improve your speaking ability?

One way to practise speaking is to meet with a conversation partner between classes. Your partner can be someone from your English class. You can use some of your time together to practise what you have learnt in class.

2 Work in pairs. Make arrangements to meet as conversation partners this week.

* Decide on a time and place to meet.

In school, before or after the class?
In one person's house at the weekend?
In a bar or café in the evening?
On the phone?

* Decide how long you will meet for.

For fifteen minutes?
For half an hour?
Some other length of time?

* Decide which of these topics you would like to talk about. Add your own ideas.

Finding out about each other.
Your taste in art, music or books.
Things you used to do in a previous school.
Feelings that you had this week.
Some things that you did this week.
Instructions for using something.

3 Make some notes after the meeting.

- What was the most helpful or interesting part of the meeting?
- What was difficult?
- What will you do differently next time?

4 Hopes & Fear

Part 1

Vocabulary

Adjectives &
synonyms

Reading

When I grow up ...

Grammar

Future hopes & plans

Speaking

My hopes & plans

Vocabulary

1 Look at the phrases below. Put them in order from most important (1) to least important (4). Compare your answers with a partner.

being **good-looking** being **intelligent**
being **rich** having **good** health

2 Match the words in bold in exercise 1 to the words in the box with similar meanings. There are two words in the box that you don't need.

awful beautiful clever excellent
handsome smart terrible wealthy
well-off wonderful

3 Look at the two extra words. What are they synonyms of?

4 Look at your list from exercise 1. Do you think your order was different in the past? How about in the future? Complete the sentences and then compare with a partner.

When I was younger I probably thought ... was more important.

... will be more important when I'm older.

Reading

1 Read the text *When I grow up*. What are the children talking about?

- a Their hopes for their own lives and their families
- b Their hopes for the world
- c Both a and b

2 Read the text again. Which quotes are the most interesting for you? Choose two quotes and tell a partner.

3 Work in pairs. Choose two of these questions and then discuss them.

- Do you think these children are optimistic or pessimistic about the future?
- Do children in your country have similar hopes?
- Did you have similar hopes when you were a child?

WHEN I
GROW UP...

I'd like to be **super intelligent**.

I want to live with **my mum** as long as I can.

I hope to have a **rich** husband.

I hope that people in my area **say sorry** when they do something bad.

I'd like to have **lots of money**.

I hope we have more places where you can **sit and talk** without the sound of **cars**.

To put the **world's money** together and give Africa **water**.

I'm planning to **travel** and learn different languages.

I hope to have a **lot of money**.

I'd like thousands of people to **watch me on TV**.

My family is going to find a **box of treasure**.

I hope that my **mum** meets someone and has a **baby**.



Grammar

I hope to have a lot of money.

I would like to be super intelligent.

I am looking forward to being older.

I'm going to be a fun but good teacher.

- use *hope, plan, want* and *would like* to talk about future hopes that aren't definite
- use the infinitive after *hope, plan, want* and *would like*
- use *look forward to* to talk about definite future plans
- use *be going to* to talk about things you have already decided to do

1 How many correct sentences can you make with the words in the table? Use the text to help you.

I	'm	hope	to	get	a good
	-	going		getting	job.
		looking			
		forward			
		planning			
		want			
		would like			

2 Complete the text using the correct form of the words given.

The hopes of children

In a survey of English schoolchildren, researcher Cathie Holden found that, for their personal future, the majority of boys and girls hope *to go / going to* university or college. They also all hope *getting / to get* a good job. More boys are planning *to pass / pass* their driving test than girls, and more girls are looking forward *to have / having* children.

For their local area, children in the report said they hope for less violence and fewer poor people. They also said that they would like *have / to have* more parks and places to play. The majority of boys and girls are looking forward *to living / live* in a world without wars and an important number of them said they would like things *to get / getting* better in the developing world.

G Grammar focus – explanation & more practice of future tenses on page 138

Speaking

1 Choose **three** of the ideas in the box that you would like to talk about.

- A place you hope to visit one day
- Something you hope you **don't** do in the future
- Something you're not looking forward to
- A person you'd like to meet one day
- A person you're going to see today

2 Work in pairs. A: tell B about your ideas. B: ask for more information.

3 Swap roles and repeat.



I'm planning to have **one child** and spend **lots of time** with him or her.

I want to be **good looking**.

I'd like my dad to **understand me** one day.

No wars because my brother's dad will die, he's in the army.

I'd like to have **less pollution** in my city.

I'm going to be a **fun but good teacher**.

I want to have a **nice house**.

I'm looking forward to being **older** and not having to **listen to my parents** any more.

I'm going to get a **good wife**.

I'd like people to grow up but **never die**.

I want to be **wise**.

For the world to be more **human**.

Hopes & Fears

Part 2

Speaking & Listening

A profession of hope

Vocabulary & Pronunciation

Global issues, word stress

Grammar

Future plans & intentions
(*be going to*, present continuous)

Reading & Speaking

Pandora's box

Speaking and Listening

1 Study the graph about foreign aid below. Then work in pairs and discuss the questions.

- Does anything about the graph surprise you?
- Do you know any aid organisations? What are they?
- Have you ever given money to an aid organisation?
- Do you think rich countries should give more money in foreign aid?
- Do you know anyone who works for an aid organisation?

2 **1.48** Listen to two aid workers talking about their next job. Put the interviewer's questions and comments in the correct order.

How did you become aid workers? —
What is the most important thing in your job? —
So, tell us about yourselves. 1
Thanks for your time. —
What are you going to do there? —

3 Listen again. What do these words mean in the listening?

Danish Guatemala
two years ago village

4 Would you like to work for an aid organisation? Why?

Vocabulary and Pronunciation

1 Match the words in the box to the definitions below.

disease homelessness hunger
natural disasters pollution poverty war

- 1 people do not have enough money
- 2 people do not have a place to live
- 3 people do not have enough food
- 4 people are sick
- 5 countries are fighting each other
- 6 weather or environmental problems such as floods (too much water) or earthquakes (when the earth moves)
- 7 the air, water or land is dirty

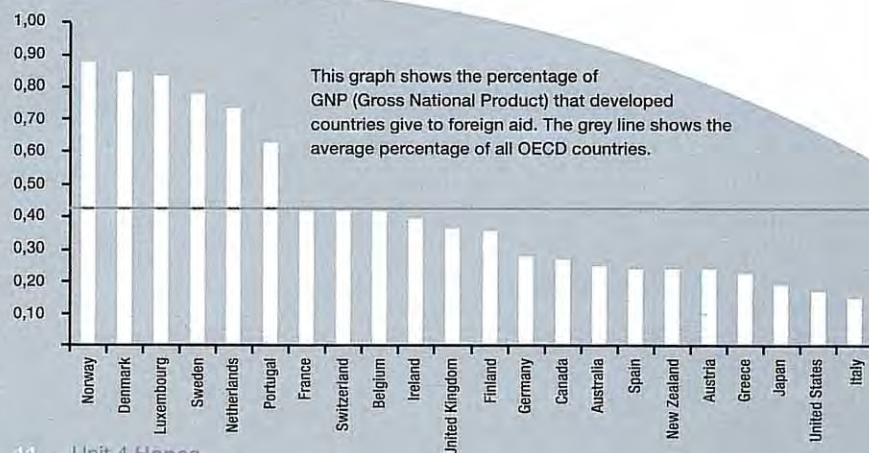
2 Complete the pronunciation chart with the words from exercise 1.

	O	Oo	oO	Ooo	oOo
war					
natural					

3 **1.49** Listen and check your answers. Then repeat the words.



Josh Gross and Helle Hansen are based in Denmark. In terms of foreign aid, Denmark is one of the most generous countries in the world. There are many NGOs (Non Governmental Organisations) in Denmark that work on projects in Latin America and Africa.



Grammar

*We are going to work with the children there.
The organisation is starting a new project in
Guatemala next year.*

- use *be going to* to talk about things you have already decided to do
- use the present continuous to talk about future plans, often when they are already arranged

1 Read the text and decide if the underlined parts are correct or incorrect. Then correct the mistakes.

A new project

Susana works for a Spanish NGO in Madrid. The organisation is start a project next month in Ethiopia. Susana is going for work with a local women's organisation in the country. Together they are going to develop an educational project for pregnant women. Susana is going to travel to Ethiopia with a group of doctors. 'I'm a bit nervous, but I've been to Africa before and I know Ethiopia,' she says. 'It's going to being a great project.'

2 Complete the questions with the present continuous or *be going to*.

- A: What _____ (do) after class?
B: Meeting a friend.
- A: _____ you _____ (go) away next summer?
B: No, I'm staying here.
- A: _____ you _____ (read) an English book this year?
B: Yes, I am. I have a detective novel I want to read.
- A: _____ you _____ (work) tomorrow?
B: Yes, I am. I start at 8am!
- A: _____ you _____ (study) English next year?
B: Yes, I think so.

3 Work in pairs and ask each other the questions from exercise 2.

G Grammar focus – explanation & more practice of future tenses on page 138

Pandora's box

In Greek mythology, the character Pandora had a large box. It contained all the troubles of the world. When she opened the box, she let all the troubles come into the world except one – **hope**. The Greeks thought that hope was also very dangerous. But without hope, people were filled with despair. Finally Pandora opened the box again and let out hope as well.



Reading and Speaking

Work in pairs. Read *Pandora's box* and then discuss the questions.

- Why do you think the Ancient Greeks thought hope was dangerous?
- Did people use to have more hope twenty years ago?
A hundred years ago?
- Are you a person with a lot of hope? Why or why not?

Part 3

Reading

Things will get worse

Grammar

Prediction & ability
(will, be able to)


Vocabulary

Phrasal verbs with
get

Reading

1 Which novels do students in your country usually have to read at school? Did you read them?

2 Look at the titles below of three famous books that students in many English-speaking countries often study. Do you know any of these books?

3  1.50 Read and listen to the summaries and tick (✓) the features they have in common.

- a The story happens in the future.
- b The government controls everything.
- c The story happens in England.
- d People are happy.

4 Read the summaries again and decide if the sentences refer to *1984*, *Brave New World* (BNW) or *A Handmaid's Tale* (HT).

- 1 Women won't be able to have children. ____
- 2 There'll be only three countries in the world. ____
- 3 There will be a nuclear disaster. ____
- 4 We won't have wars. ____
- 5 Babies will be born in factories. ____
- 6 The government will control people's thoughts. ____
- 7 Love will be a crime. ____
- 8 People won't get sick from disease. ____

5 Look at the sentences in exercise 4. Do you think these things will happen in the future? Tell a partner.

Useful phrases

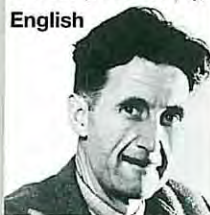
- It's possible.
- I don't think ...
- Maybe ...
- I'm sure ... won't ...
- I'm sure ... will ...
- I hope not.

Things will get worse ... Famous dystopias in literature

Nineteen Eighty-Four

The novel is set in the future, but it is the year 1984. Winston Smith lives in London, part of the country Oceania. There are three countries in the world: Oceania, Eurasia and Eastasia. Big Brother is the leader of Oceania. The government controls everything, even people's thoughts. Winston works for the government, but he is getting tired of his boring life. He meets Julia, another worker, and they fall in love – a crime in Oceania. The government discovers their secret, and Winston and Julia must go to the Ministry of Love, a centre for enemies of Big Brother.

The author: George Orwell (1903–1950), English



Brave New World

London, 600 years in the future. The Controllers are the rulers of the world. People don't know war, poverty, disease or pain. They enjoy leisure time, sports and pleasure, but they are not free. The Controllers create babies in factories. Adults are divided into five social classes, from the intelligent *alphas* to the worker *epsilons*. When a man from a wild area of the world gets to London, he criticises the society. In the end, he has to choose between joining them or dying.

The author: Aldous Huxley (1894–1963), English



Glossary

dystopia (noun) – imaginary place or situation where everything is very bad

infertile (adjective) – not physically able to have children

pollution (noun) – chemicals and other substances that have a harmful effect on air, water or land

revolution (noun) – a situation in which people completely change their government or political system

totalitarian (adjective) – controlling a country and its people in a very strict way

underground resistance (noun) – a secret organisation that fights against the group that controls their country

A Handmaid's Tale

In the future a revolution replaces the government of the United States with the totalitarian Republic of Gilead. Because of pollution and nuclear accidents, many women are infertile. New laws create the job of handmaid, a woman who can have babies for rich families.

This is the story of Offred, a handmaid. Offred works for Fred, a commander, and his family. She wonders if she can get away, and learns about an underground resistance from another handmaid. But there isn't much time. If Offred doesn't get pregnant soon, she knows they will send her to the dangerous colonies.

The author: Margaret Atwood (1939–), Canadian



Grammar

There **will** be only three countries in the world.

Women **won't be able to** have children.

- use *will* and *won't* to talk about future predictions
- use *will / won't be able to* to talk about ability or possibility in the future

1 Read the text about *Fahrenheit 451*. Complete the summary below by rewriting the underlined sentences with *will / won't* or *will / won't be able to*.

Fahrenheit 451

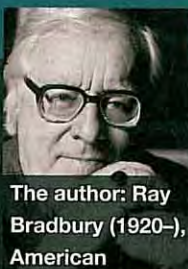
It is 24th century America.

The government controls society through the media.

It is criminal to be an intellectual. People can't read or own books, as books are against the law.

The population gets all their information from the television. They don't know their history.

Guy Montag is a fireman. Firemen don't stop fires, they start them. They burn books at a temperature of 451 degrees. One day Montag meets the young Clarisse, who makes him question the society he lives in. Soon Montag gets interested in the books he is supposed to destroy.



The author: Ray Bradbury (1920–), American

In Ray Bradbury's vision of the future ... the government will control society through the media.

2 Read the definition of *utopia*. Write five predictions for a future utopia.

utopia (*noun*) – an imaginary place or situation in which everything is perfect

Grammar focus – explanation & more practice of prediction & ability on page 138

Vocabulary

1 Look at these phrases with *get* from the summaries. Write them next to the correct meanings of *get* in the table below.

- 1 Winston works for the government, but he is *getting tired* of his boring life.
- 2 When a man from a wild area of the world *gets to London* ...
- 3 If Offred doesn't *get pregnant* soon ...
- 4 The population *gets all their information* from the television.
- 5 Soon Montag *gets interested* in the books ...

Meaning of <i>get</i>	Examples
become	<i>getting tired</i>
receive	
arrive	

2 Match the phrasal verbs with *get* to the correct definitions.

- | | |
|----------------|---------------------------|
| 1 get around | a return (from a journey) |
| 2 get away | b travel |
| 3 get back | c get out of bed |
| 4 get together | d leave / escape |
| 5 get up | e spend time with someone |

3 Work in pairs and ask each other the questions.

Imagine it's a perfect, utopian world ...

- What time do you get up every day?
- What time do you get back home from work?
- Where do you get away when you need a holiday?
- How often do you get together with friends and family?
- How do you get around? What kind of transport do you use?



UNIT 4 Hopes & Fears

Part 4

Vocabulary

Geographical features

Listening

An inconvenient truth

Grammar


Future time clauses

Speaking

Climate change
questionnaire

Vocabulary

1 Look at the pictures and complete the words with the correct vowels.

2  1.51 Listen and check your answers. Then repeat the words.

CLIMATE CHANGE the signs are here



EUROPE

Stronger storms and
increased chance of floods



AFRICA

Lakes and rivers
disappearing



NEW ZEALAND

Temperatures getting
warmer



MEXICO, US

Numerous forest
fires



AFRICA

Area of desert
increasing




GREENLAND

Glacial ice melting

Listening

1 Look at the film poster on page 49. How does the poster describe the film? What do you think it is about?

2  1.52 Listen to people talking about the film and check your answer.

3 Listen again. Are the statements true (T) or false (F)?

Speaker 1: He saw the film a few years ago.
Speaker 2: She didn't know about global warming and climate change before she saw the film.

Speaker 3: He liked the film.

Speaker 4: He thinks it's a typical Hollywood film.

Speaker 5: She doesn't believe that climate change is happening.

Speaker 6: He thinks it's important for young people to see it.

4 Have you seen this film? Would you like to?

Extend your Vocabulary – -ed / -ing adjectives

Terrified describes how we feel.

I was terrified by the film.

Terrifying describes things or situations that make us feel terrified.

It was a terrifying experience.

We can use this rule for many adjectives:

*bored / boring, frightened / frightening,
interested / interesting, surprised / surprising.*

Choose the correct words to complete the dialogues.

- A: Did you see the film?
B: Yes, I did. It was long, and really *bored* / *boring*.
- A: So, was he angry?
B: No. He was very *relaxed* / *relaxing* about the whole thing. I was *surprised* / *surprising*.
- A: I'm a bit nervous about the heat this summer.
B: I know what you mean. It's a *worrying* / *worried* situation.



Grammar

After you see this film, you will think differently.

If we reduce carbon emissions, we will reduce global warming.

- after future time clauses such as *after*, *before*, *when* and *if* we use a present tense

1 Complete the sentences with the present simple or future simple of the verbs in brackets.

- 1 If we _____ (not do) something now, we _____ (have) serious problems in the future.
- 2 If you _____ (look) at the ten hottest years, you _____ (see) they happened in the last fourteen years.
- 3 When this climate change _____, (happen) I _____ (be) dead.
- 4 You _____ (think) differently after you _____ (see) it.

2 Work in pairs and complete the sentences with your own ideas.

After class finishes ...

I ... before the end of this year.

If the weather is good tomorrow ...

When I have enough money ...

G Grammar focus – explanation & more practice of future time clauses on page 138

Speaking

1 Read the questions below and think about your answers.

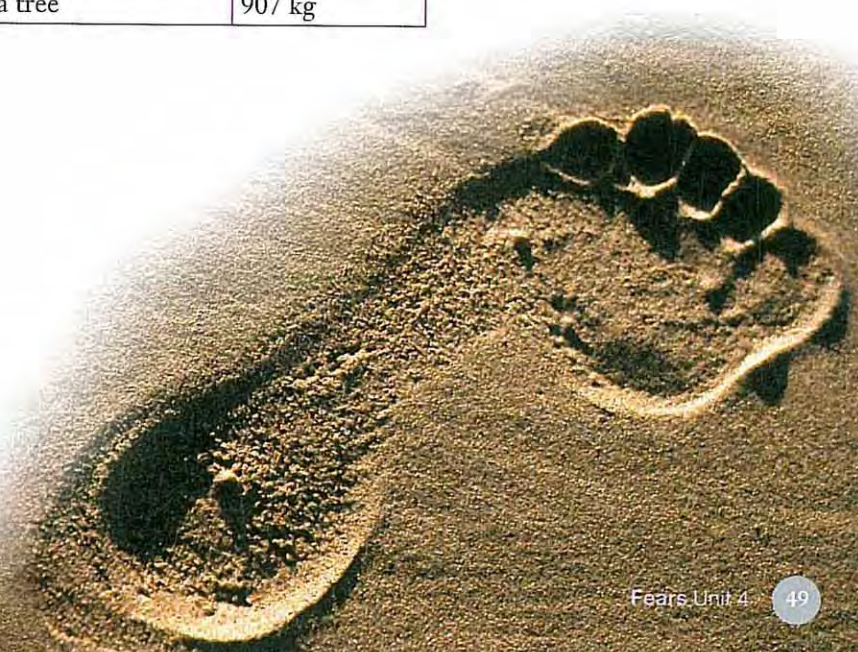
How to reduce your carbon footprint

- 1 Do you use energy-saving light bulbs? How many?
- 2 Do you recycle anything? What?
- 3 Do you ever walk / take the bus instead of driving? How often?
- 4 Do you use a lot of hot water at home? What for?
- 5 Do you buy things with lots of packaging? What?
- 6 Have you ever planted a tree? When?

2 Work in pairs and ask each other the questions. If your partner answers *yes*, ask the follow-up question.

3 Look at the information in the table and tell your partner how much carbon they will save if they make these changes.

Action	Carbon saving
Change to energy-efficient light bulbs	68 kg per year
Recycle half of your household waste	1,095 kg
Walk instead of driving	0.5 kg per km
Wash your clothes in cold water	225 kg per year
Reduce your household waste by 10%	544 kg
Plant a tree	907 kg





Warm up

Work in pairs and choose three situations from the list below. Roleplay a short conversation for each situation.

- Situations**
- A: You are talking to a friend (B). Your train to the airport leaves in 5 minutes. You're late!
B: your car is parked outside.
 - A: you arrive at your destination and get off the train.
B: you are carrying a very heavy bag.
 - A: you are in the train station café with a friend (B).
B: You don't have enough money to pay for the coffees.
 - A: you are at the train station but have missed your train.
You want to buy a ticket for the next train.
B: you work in the ticket office.

Listening

- 1.53–1.55** Listen to three conversations. Match each one to a situation in the Warm up. There is one situation you don't need.
- Listen again and answer the questions.
Conversation 1: How much is the bill?
Conversation 2: How is the man going to get to the airport?
Conversation 3: What train is the woman going to take?

Language Focus: offers and decisions

1 Read the information in the table. What verb do we often use to make offers and decisions?

Offers	I'll carry those books for you.
	Shall I pay for this?
	Let me take that for you.
Decisions	I'll take the next train.
	I won't take the train. I'll take a taxi.

Language note: *shall* is usually used only in questions and with *I* or *we*.

2 Complete the offers or decisions with *will* or *shall* and a verb from the box. There is one verb you don't need.

carry have help pay take

- A: Are you ready to order?
B: Yes. I _____ a salad.
 - A: I don't understand this.
B: That's all right. I _____ you.
 - A: The next train is in twenty minutes.
B: _____ we _____ it or wait?
 - A: Here, let me take those bags.
B: Thanks, but it's OK. I _____ them.
- 3 1.56** Listen and check your answers. Then listen and repeat the phrases.

Speaking

Work with a new partner and choose **one** of the tasks below.

- Repeat the warm up activity using the new expressions you have learnt.
- Look at the audioscript on page 000 and choose one of the conversations. Practise the conversation and try to memorise it.

Warm up

1 Read ten reasons why people learn English. Choose the top 3 and the bottom 3 for you.

I'm learning English because ...

- 1 I'd like to get a job with a multinational company.
- 2 I want to understand songs, TV programmes or films in English.
- 3 I hope to get a job with a company in the USA.
- 4 I'd like to be an English teacher.
- 5 It will be helpful for my career.
- 6 I'm planning to get a job in the tourism industry.
- 7 I want to meet other English-speaking people and make friends.
- 8 It's important for my studies.
- 9 It's a world language and it's important to know.
- 10 I like English and American culture.

2 Work in pairs and compare your answers. Can you think of any other reasons why people learn English?

Listening

1.57–1.62 Listen to six people talking about why they are learning English. Which reasons from exercise 1 do they give? Write the numbers.

- | | | | |
|----------------|---|----------------------|---|
| 1 Abdul, Libya | — | 4 Naif, Saudi Arabia | — |
| 2 Olga, Russia | — | 5 Arthur, France | — |
| 3 Mert, Turkey | — | 6 Dain, South Korea | — |



Abdul, Libya



Olga, Russia



Mert, Turkey



Naif, Saudi Arabia



Arthur, France



Dain, South Korea

Language focus: synonyms

Read the sentences from the listening. Which word in the box has a **different** meaning to the word in bold?

- 1 Well I believe English is very important **nowadays**.
Naif, Saudi Arabia

actually currently now these days

- 2 I'm learning English because it will be helpful for my **career**. Abdul, Libya

job profession university studies work

- 3 We need to study English. It is **essential**.
Dain, South Korea

important necessary obvious vital

Speaking

1 Read the questions about learning English. They are typical questions from international English speaking exams. Choose three questions you can answer.

- How long have you been learning English?
- Why are you learning English?
- How important is English in your country?
- How will English be useful to you in the future?

2 Think about your answers and practise what you want to say.

3 Work in pairs and ask each other the questions.

Reading

1 Read two emails between friends. What do they arrange to do?



Hi Pamela,

I am writing to invite you to go to the cinema with me this weekend. I would like to see *La vie en rose*.

It is a drama starring Marion Cotillard and it has had very good reviews. It is the true story of the famous French singer, Edith Piaf. I have heard that the music is beautiful and the acting is brilliant.

We could meet in front of Cinemark at Higienópolis Mall at four o'clock on Saturday. Would that be convenient for you?

Yours sincerely

Laura

Hello Laura,

I would love to go to the cinema with you. That would be wonderful. I would really like to see this film. My sister has seen it and she says it is great. I will see you at four o'clock.

Pamela

2 Would you like to see this film? Why?

Writing skills: informal style

1 Are these statements true (T) or false (F)?

In emails to friends ...

- a do not use contractions such as *I'm*, *it'll*.
- b use informal salutations such as *hi*, and endings such as *cheers*.
- c we can miss out salutations and endings.
- d we must write in paragraphs.

2 Laura and Pamela have not used contractions in their emails. Make 13 changes to the emails.

3 Mark these expressions formal (F), quite informal (Q) or informal (I).

Hello Laura	Dear Laura	Hi Laura
Best wishes	Cheers	Yours sincerely
Bye for now	Regards	Yours

Language focus: making invitations and arrangements

1 Mark these expressions formal (F) or informal (I).

- 1 I am writing to invite you to go to the cinema.
- 2 How do you fancy going to the cinema with me?
- 3 I'm afraid I'm busy tomorrow.
- 4 Unfortunately I am busy tomorrow.
- 5 Would it be convenient to meet on Friday evening?
- 6 What about meeting outside Pizza World?
- 7 I'd love to see the film.
- 8 I would very much like to see the film.
- 9 That would be wonderful.
- 10 That sounds great.
- 11 I look forward to seeing you on Friday.
- 12 See you on Friday.

2 Read the emails again and change any expressions that are too formal.

Preparing to write

Work in pairs and tell each other about a film you have seen recently. Use the useful phrases below to help you.

Describing a film

- It's a western / comedy / drama / thriller / musical.
- It's an action film / a horror film / a documentary.
- It's about ...
- It's had brilliant / good / quite good / poor reviews.
- It stars Marion Cotillard and it's directed by Olivier Dahan.
- The acting / photography is wonderful / poor.

Writing

Work with a new partner. Write an *email* to your partner inviting them to see a film. Describe the film and suggest a time and a place to meet. Then swap your emails and write replies.

Grammar

Complete the sentences with the correct words.

- 1 What *do you do / are you doing* next weekend?
- 2 I hope *getting / to get* together with some friends.
- 3 I would like *to learn / learning* another language.
- 4 I *'ll buy / 'm going to buy* a new car at the weekend.
- 5 When I *buy / will buy* my new car, I *will able / will be able* to get around more.
- 6 Are you looking forward to *go / going* to university?
- 7 Next month I *will start / am starting* a new job.
- 8 If the world's temperature *gets / will get* warmer in the next few years, glacial ice *melts / will melt*.

Vocabulary

Put the words into the correct boxes. There are two words you do not need.

clever desert flood forest fire homeless lake
ocean poor storm war wealthy well-off

Natural disasters	People with a lot of money
People helped by aid organisations	Geographical features

Speaking and Writing

1 Work in groups of three. Ask each other about your plans for the times below.

- after class
- this evening
- the weekend
- next summer

Try to find one plan that is the same for everybody.

2 Work in pairs. Write a list of five things people could do to reduce their carbon footprint. Then compare your list with another pair.

Using your dictionary: finding the right entry

1 Work in pairs and look at the phrases below. Which word would you look up in the dictionary to find the meaning of each phrase?

- 1 global warming
- 2 get away
- 3 fall in love
- 4 against the law

2 Look up the words to see if you were right.

- * The most important word in an expression is called the **keyword**. Keywords are often nouns, but can also be verbs, adjectives or adverbs.
- * Some words in a dictionary have more than one entry. This might be because the same word can belong to two classes:
an **orange** dress eat an **orange**
(adjective) (noun)

3 Find two different word classes for each of these words.

- 1 heat _____
- 2 pretty _____
- 3 fair _____

Sometimes words have the same spelling but different meanings or different pronunciations.

4 Find two meanings and pronunciations for these words.

- 1 tear _____
- 2 close _____

Some words have many meanings. These are listed at the beginning of an entry.

green (noun)

- 1 like grass in colour
- 2 with lots of plants
- 3 caring for nature
- 4 not ready to be eaten
- 5 not experienced
- 6 of the Green Party

5 Choose the best meaning of **green** in the sentences below.

- 1 She is campaigning for **green** issues such as reducing packaging and the use of cars.
- 2 We need more **green** areas in our town.
- 3 He is too **green** to manage the company.